DOCUMENT RESUME

ED 472 124 CE 084 260

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TITLE	A Resource for Using the Framework for Work-Based Foundation Skills.
INSTITUTION	Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	2000-00-00
NOTE	144p.; For activities, resources and handouts, see CE 084 259. For additional Framework resources, see: http://www.ed.psu.edu/foundationskills/. Project funded as a State Leadership Initiative under Title II of the Workforce Investment Act.
AVAILABLE FROM	For full text: http://www.ed.psu.edu/foundationskills/Downloads.asp.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC06 Plus Postage.
DESCRIPTORS	Adult Basic Education; Adult Literacy; *Basic Skills; Career Choice; Competency Based Education; Decision Making; *Employment Potential; Goal Orientation; *Instruction; Instructional Materials; Interpersonal Relationship; *Job Skills; Learning Activities; Learning Modules; Lifelong Learning; Listening Skills; Literacy Education; Occupational Safety and Health; Problem Solving; *Program Development; Quality Control; Reading Skills; Speech Skills; Standards; *Student Evaluation; Teaching Guides; Teamwork; Writing Skills
IDENTIFIERS	Work Based Learning

ABSTRACT

Intended for programs and organizations that provide employment, education, and training services, this guide is organized to show how the work-based foundation skills framework tools may be used in interaction with customers. Section 1 discusses framework development, framework tools (21 work-based foundation skills and knowledge areas, lists of competencies, links to assessment options, links to occupational skill standards, guidance and resources), and framework principles. Section 2 provides models and defines the foundation skills and knowledge components of the framework. Section 3 organizes the skills and knowledge into the specific competencies underlying each skill. Sections 4-7 provide tools, information, and ideas to use the framework for intake and goal setting, instruction, assessment, and program development. Sample forms are provided. Section 8 provides additional resources, including 10 websites, 187 references, annotations for 6 Pennsylvania and 30 national websites, and a glossary of workplace education terms. (YLB)

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Foundation *Skills*

Framework For Building Pennsylvania's Workforce

ED 472 124

A Resource for Using the Framework for Work-Based Foundation Skills

A Pennsylvania Department of Education
Bureau of ABLE State Leadership Initiative

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Section 1
Introduction to the Work-Based Foundation Skills Framework

Section 2
Foundation Skills Models and Definitions

Section 3
Foundation Skills and Competencies Lists

Section 4
Using the Foundation Skills Framework for Goal Setting

Section 5
Using the Foundation Skills Framework for Instruction

Section 6
Using the Foundation Skills Framework for Assessment

Section 7
Using the Foundation Skills Framework for Program Development

Section 8
Resources

Acknowledgments

This project, funded by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, is a State Leadership Initiative under Title II of the Workforce Investment Act. The Institute for the Study of Adult Literacy at the Pennsylvania State University led the project, with assistance from a project team comprised of experienced ABLE workplace education providers.

We wish to first thank Cheryl Keenan, Director of the Bureau of ABLE, and Ella Morin, Chief, Special Program and Projects Section for their support, assistance, and commitment to this project. We also wish to thank the project team:

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The activity, which is the subject of this resource, was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or the Pennsylvania Department of Education and no official endorsement should be inferred.

We also wish to thank the Advisory Committee for their generous commitment of time and assistance to this project.

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Section 1
Introduction to the Work-Based Foundation Skills Framework

Introduction to the Work-Based Foundation Skills Framework

Purpose

New advances in technology and new forms of workplace organization have redefined the nature and level of the essential skills and knowledge workers need to function effectively in today's workplace. The foundation skills framework provides a common language and understanding of the new basic—or foundation—skills needs of Pennsylvania's workforce. Tools and materials based on the framework will help diverse agencies and organizations involved in employment, training, and education better understand work-based foundation skills and their role in the continuum of workforce development activities. Customers (workers, learners, and employers) especially will benefit from the consistent message they hear as they participate in the services of the Commonwealth's workforce investment system—Team PA *CareerLink*.

Background

The development of the framework reflects the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education's (ABLE) commitment to improve the delivery and outcomes of basic skills services in the state. In 1997, the ABLE Interagency Coordinating Council (ICC) was established to advise the Bureau in this initiative. The ABLE ICC continues in that capacity today and includes representatives from the Pennsylvania Departments of Labor and Industry, Community and Economic Development, Education, Aging, Public Welfare, and the business community. In 1999, the ABLE ICC released eight recommendations in its report, *Blueprint for Change*. The framework addresses Recommendation Two, "Establish a Foundation of Basic Skill Services within Team PA *CareerLink*" to:

- Promote the value of basic skills and literacy development of emerging and incumbent (employed) workers;
- Promote participation of more businesses and employment-related agencies in workplace education programs; and
- Specify the role of basic skills in the workforce development continuum and gain alignment with Team PA *CareerLink*.

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The Framework Tools

The foundation skills framework is flexible so that employment, education, and training organizations may use it to 1) improve foundation skills services and programs, and 2) collaborate and communicate more effectively with *CareerLink* partners. The framework tools can be used for various kinds of customer interaction—from career and education planning, to customized curriculum development, instruction, case management, program and staff development, community planning, or job coaching and mentoring. The framework consists of:

- **21 Work-Based Foundation Skills and Knowledge Areas** identified by the project team and validated by employers and *CareerLink* partners as the essential skills and knowledge every worker needs. The skills and knowledge areas are depicted in models to build a common language and visually represent the concept that today's work-based foundation skills are more than reading, writing, and math. The models are especially useful for identifying the specific foundation skills needs of customers (workers, learners, and employers).

- **Lists of Competencies** that must be mastered to achieve full competence in each of the 21 foundation skills and knowledge areas. The competency lists provide the level of specificity required to 1) help workers and learners identify and set realistic short- and long-term goals and 2) provide services to develop the specific skills and competencies needed to reach those goals.

- **Links to Assessment Options** capable of measuring competency and skill acquisition. The assessments range from a worker self-appraisal to standardized norm-referenced tests and informal assessments, such as skill attainment checklists and scoring rubrics.

- **Links to the Occupational Skill Standards** to provide information about which foundation skills and knowledge areas are cited in occupational skill standard reports as essential foundation skills for specific job clusters (i.e., retail). The occupational skill standard links and resources are especially useful for providing guidance on the types and *levels* of foundation skills workers and learners need to be successful in specific jobs or occupational clusters.

- **Guidance and Resources** for using the framework tools for career and educational planning, goal setting, providing relevant work-based foundation skills instruction, and program and staff development.

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Principles of the Framework

Service providers must help customers connect their employment, education, or training goals to the development of specific skills and competencies. The framework is based on two adult learning methods that strengthen this connection while promoting enhanced customer engagement in programs: 1) a competency-based approach, and 2) contextualized or "situated" learning.

The **competency-based approach** is founded on the following assumptions:

- Foundation skills and competencies range from basic to advanced levels, are fluid rather than static, and vary depending on the context in which they are used. For example, Sue, an entry-level worker, demonstrated some ability to write memos and letters with correct grammar, spelling, and punctuation. She built on those skills and became better able to use them more consistently. She took an evening class on proofreading and editing. Sue has become increasingly competent and has learned to transfer her skills to new contexts. Sue was recently offered a promotion to proofread documents in another department in the company.
- Skills and competencies can be demonstrated or measured to provide meaningful documentation of achievement (i.e., the customer attained the specific skills needed to meet her career goals).
- Evaluation of customers' participation and skill growth provides a measure of program accountability (i.e., the service provider was successful in preparing the customer for employment, advancement, or further education).

Contextualized learning is based on the following principles:

- Contextualized learning shifts the focus from the acquisition of skills and knowledge to *active application* of skills and knowledge in realistic situations. This approach recognizes that skills and knowledge are integrated (used together) in real life and should be developed and practiced in an integrated manner. For example, a worker may have to read and understand a printed or online manual, make a decision and adjust a process or service accordingly, and communicate the information to others.

- Contextualized learning simulates as closely as possible the actual environment in which the application of foundation skills occurs. In the above example, instruction would include materials from the workplace and focus on the required reading, technology, and communication skills and competencies. It would also include discussions and role plays to practice using the materials and applying the skills within the context of the work process and organizational culture. Such an approach increases the likelihood that skills and knowledge will be successfully transferred and applied in the workplace.
- Contextualized learning increases the customers' interest, motivation, and satisfaction with services because they are more likely to see how they can immediately use their skills in their lives. The success of the workforce development system and its partners depends on customer satisfaction, achievement, and coordinated movement through programs and services.

About this Guide

This guide is intended for programs and organizations that provide employment, education, and training services. It is organized to show how the framework tools may be used in interaction with customers. Section 2 provides models and defines the foundation skills and knowledge components of the framework. Section 3 further organizes the skills and knowledge into the specific competencies underlying each skill. *Sections 2 and 3 are the core of the framework and should be the starting point for your exploration of the framework.* Sections 4-7 provide tools, information, and ideas to use the framework for intake and goal setting, instruction, assessment, and program development. Section 8 provides additional resources. A web site is under development where the tools and materials may be downloaded (www.ed.psu.edu/foundationskills).

We hope this guide enhances your work with your customers and *CareerLink* partners. The framework is a "work-in-progress" and its usefulness depends on collaboration and the input of all workforce investment system partners. We welcome your comments, ideas, and suggestions on how you use the framework and how it can be adapted or extended to meet your particular needs.

Section 2
Foundation Skills Models and Definitions

Foundation Skills Models and Definitions

Development

Pennsylvania's *Unified Plan for Workforce Investment* (1999) calls for a seamless system and unified approach for connecting workforce and economic development and educational attainment. Such an approach requires input and buy-in from all stakeholders in that system. The initial phase of the framework project, therefore, involved extensive collaboration and consensus building with workforce investment system partners. The process resulted in 1) the identification of twenty one essential foundation skills and knowledge areas needed by all Pennsylvania workers, and 2) increased clarity on the role of foundation skills within the continuum of *CareerLink* services.

The foundation skills and knowledge areas were organized as follows:
Basic Workplace Skills — includes applied academic skills (reading, writing, speaking, math) as well as new workplace basic skills, such as using technology and resources.
Basic Workplace Knowledge — includes basic knowledge about the nature of work and the modern workplace, such as quality consciousness and an understanding of the workplace culture.
Basic Employability Skills — includes the cognitive and social skills needed to manage one's work environment and interact effectively within the workplace.
Lifelong Learning Skills — includes the learning skills and strategies that enable one to continually pursue employment and learning opportunities.

Models and Definitions

Two foundation skills models were developed. Both models reflect the complex modern workplace environment as well as address the foundation skills and knowledge areas workers need to function effectively and safely. Focus groups and interviews with employers, educators, trainers, and workers were conducted to validate the foundation skills models. Feedback from the sessions provided guidance in refining and adapting the models for various purposes and to ensure their relevance for diverse audiences.

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Providers may choose the model that best expresses the message to be conveyed to a particular audience. Pages 3-6 provide the two models and their variations; pages 7-9 illustrate the components of the models and include the competencies for each component. Pages 10-14 provide the common definitions for the foundation skills and knowledge areas. The definitions are also included in the glossary in Section 8.

Foundation Skills within the Continuum

Just ten years ago, very few workers used email or an Internet browser. Employees who received such training probably did so as part of on-the-job training or orientation. Today, however, with many companies moving toward a paperless system and with *CareerLink* services available online, all adults need basic technology skills just to remain competitive in the workplace and job market. The following points help define the line between foundation skills and job training.

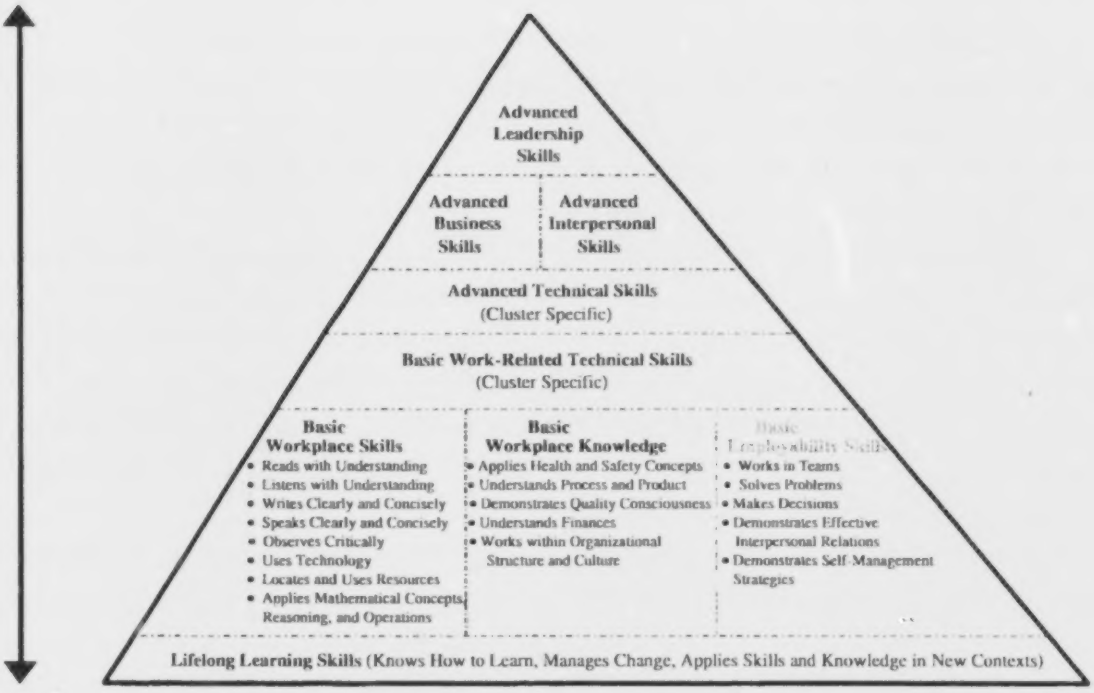
Foundation Skills and Knowledge are:

- Portable across workplaces;
- Essential to effective performance in a broad range of jobs;
- Capable of being learned by individuals ranging from basic to advanced skill levels;
- Exhibited at different levels of complexity;
- Similar to the range of skills taught in school, but represent the complexity of work;
- Explicit enough to assess competence and/or level of performance;
- Relevant for emerging, transitional, or incumbent workers.

Foundation Skills Training is:

- Based on workers' and employer's specific foundation skills needs;
- Based on objectives attainable through targeted foundation skills training;
- Intended for workers most in need of services, such as emerging workers with little or no work or educational history, recent hires in need of additional education opportunities to advance in the workplace, and long-term employees upgrading their skills to meet increased skill demand.

Work-Based Foundation Skills
Model One



- This model is based on the project team's collaboration with the State Workforce Investment Board's Foundation Skills Subcommittee. The subcommittee included representatives from business, organized labor, and the state agencies and their providers involved in employment, job training, education, and vocational rehabilitation.

- The committee reviewed and adapted an existing workforce basic skills model that was developed in southwestern Pennsylvania for the primarily manufacturing business sector in that region (Rogers, 1997). This revised model reflects the collaborative efforts of the committee members to develop a model that is appropriate for all types of businesses and relevant for all workforce investment system partners.

- The bottom two tiers of this model illustrate the importance of foundation skills and knowledge areas as the educational foundation of continuous learning within the workforce development system.

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Work-Based Foundation Skills
Model Two

- This model was adapted from and used with the permission of the National Institute for Literacy's *Equipped for the Future* (EFF) project, a national initiative to develop content standards for adult literacy and lifelong learning. This model was developed to highlight the foundation skills and knowledge components.

- The dotted lines between skills show the integration and interaction among skills when they are used in real-life contexts (i.e., individual skills are rarely used in isolation, but are instead integrated with other skills, knowledge and abilities and applied in context).

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Work-Based Foundation Skills with Lifelong Learning Skills

- Lifelong learning skills enable individuals to make the important connection between education and career opportunities and advancement. Lifelong learning skills lay the groundwork for the development of all foundation skills and knowledge areas.

- Lifelong learning skills include knowing how to learn, such as understanding one's learning styles, developing effective learning strategies, and preparing for and managing change in the workplace. They also include the critical skill of knowing how to transfer and apply skills in new contexts.

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Work-Based Foundation Skills with Communication Skills

- During validation focus groups and interviews, employers overwhelmingly stressed the importance of effective communication skills in today's workplace and the need for more programs and services to address them. As pictured, communication skills are not a discrete skill set but involve several of the foundation skills, such as speaking and listening, working in teams, and developing effective interpersonal relations.

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Basic Workplace Skills and Competencies

Reads with Understanding
Demonstrates word recognition and alphabetization skills
Uses active reading strategies
Reads and interprets signs, symbols, and acronyms
Demonstrates literal and inferential comprehension
Demonstrates knowledge of paragraph and text structure
Reads and interprets documents

Writes Clearly and Concisely
Applies principles of Standard English usage
Demonstrates knowledge of basic writing concepts
Demonstrates knowledge of writing for different purposes
Uses proofreading skills to correct written work

Observes Critically
Sets purpose and strategies for observing
Attends to visual sources of information
Interprets information obtained through observation
Verifies and documents observation

Locates and Uses Resources
Identifies resources
Gathers and organizes resources
Evaluates resources
Uses resources

Applies Mathematical Concepts and Operations
Demonstrates computation skills
Measures accurately
Estimates
Understands and uses math documents
Applies math concepts and operations to solve problems

Speaks Clearly and Concisely
Demonstrates basic concepts of effective speech
Participates in basic conversation or discussion
Uses questioning strategies effectively
Uses explanatory and persuasive language effectively

Listens with Understanding
Demonstrates active listening skills
Demonstrates comprehension of verbal message
Analyzes information communicated orally

Uses Technology
Uses common workplace technologies
Demonstrates basic computer operating skills
Uses basic software applications and programs
Uses email software
Uses Internet browser

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Basic Workplace Knowledge and Competencies

Applies Health and Safety Concepts
Follows health and safety rules and procedures
Prevents health or safety violations
Manages unsafe or hazardous incidents

Understands Finances
Understands basic financial concepts
Understands personal work-related finances
Understands basic budget concepts
Understands basic financial concepts of organizations

Understands Process and Product
Understands the organization's product or service
Understands the organization's process
Understands one's role in the process

Works within Organizational Structure & Culture
Understands one's role within organization
Uses communication structures in organization
Understands organizational power structures
Understands organization's role in larger economy

Demonstrates Quality Consciousness
Shows concern for quality in one's work
Interacts appropriately with the customer
Practices continuous improvement

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Basic Employability Skills and Competencies

Demonstrates Effective Interpersonal Relations
Cooperates with others
Accepts supervision
Works in a diverse environment
Resolves conflict
Provides supervision

Demonstrates Self-Management Strategies
Displays responsible personal behaviors
Displays responsible work behaviors
Manages time effectively
Manages stress

Solves Problems
Recognizes that a problem exists
Determines possible causes of problem
Identifies possible solutions
Implements solution and evaluates consequence
Works to prevent problems

Makes Decisions
Recognizes when a decision must be made
Identifies decision-making options
Analyzes and evaluates options
Implements decision and evaluates consequence

Works in Teams
Understands the difference between working individually and teamwork
Participates as a team member
Develops and maintains productive group relations
Provides team leadership

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General Definitions

Foundation Skills

- Core skills and knowledge workers need to function effectively and safely in any workplace
- Essential to effective performance in a broad range of jobs and portable across workplaces
- Relevant for emerging, transitional, or incumbent workers
- Used to successfully complete work tasks, work with others, manage the work environment, and plan and direct personal and professional growth

Basic Workplace Skills

- Applied academic skills, including the traditional basic skills (e.g., reading, writing, speaking, listening, math) as well as those that are essential in today's workplaces, such as using technology and locating and using resources

Basic Workplace Knowledge

- Core knowledge about the nature of work and the workplace organization, such as health and safety procedures, the process or product, and an understanding of the workplace culture

Basic Employability Skills

- Cognitive, personal, and interpersonal skills needed to interact appropriately within the workplace as well as advance to new positions and responsibilities
- Includes such skills as working well with others, solving problems, and managing time effectively

Lifelong Learning Skills

- Core foundation skills that enable one to set and reach realistic learning and employment goals through lifelong learning opportunities
- Includes knowing how to learn, applying skills in new contexts, and anticipating and adapting to changes in the workplace

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Definitions: Basic Workplace Skills

Reads with Understanding	➢ Skills needed to read and understand written work-related information, instructions, policies, and documents; includes skills for reading for various purposes, such as reading to learn new information, complete a task, locate specific information, or critically analyze written information
Listens with Understanding	➢ Skills needed to comprehend, analyze, and interpret orally presented communications on familiar and unfamiliar topics
Writes Clearly and Concisely	➢ Skills needed to communicate in writing work-related information and ideas; includes skills to adapt writing for various audiences and purposes, such as to write accurate and complete messages or complete documents or forms
Speaks Clearly and Concisely	➢ Skills needed to express information orally in a clear and understandable manner while sustaining attention and interest
Applies Math Operations and Concepts	➢ Skills needed to understand, interpret, and manipulate mathematical functions and concepts to complete work tasks and solve work-related math problems
Observes Critically	➢ Critical and reflective thinking and discrimination skills needed to notice, analyze, and respond to visual information, especially in irregular or unusual situations
Uses Technology	➢ Skills needed to select and effectively use the appropriate basic technologies to perform work-related tasks
Locates and Uses Resources	➢ Skills needed to identify, select, and allocate resources, such information, time, people, money, references, equipment, tools, and materials

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Definitions: Basic Employability Skills

Demonstrates Effective Interpersonal Relations	➢ Social and interpersonal skills needed to cooperate and work effectively with others, especially in a diverse workplace environment ➢ Skills and knowledge needed to accept feedback and direction from supervisors and coworkers and provide supervision and leadership when necessary
Demonstrates Self-Management Strategies	➢ Skills and knowledge to understand personal and work-related behaviors that contribute to effective performance in the workplace ➢ Includes time and stress management skills and strategies
Works in Teams	➢ Social and interpersonal skills needed to work cooperative and collaboratively with others to set goals and accomplish goals ➢ Includes strategies for developing or maintaining effective and productive group relations
Solves Problems	➢ Critical, creative, and reflective thinking skills needed to identify and solve work-related problems sequentially and effectively
Makes Decisions	➢ Critical, creative, and reflective thinking skills needed to evaluate relevant facts and information in order to make and analyze effective and appropriate decisions

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Definitions: Basic Workplace Knowledge

Applies Health and Safety Concepts

- Basic knowledge of work-related health and safety procedures and systems
- Skills and knowledge needed to understand and respond appropriately to health and safety procedures

Understands Process and Product or Service

- Basic knowledge that every organization produces a product or provides a service that is guided by a process
- Skills and knowledge to understand process and product or service and one's role and importance in that process

Demonstrates Quality Consciousness

- Basic knowledge of how quality is achieved and one's role in contributing to quality
- Skills needed to participate in continuous improvement

Understands Finances

- Basic knowledge of budgets and payroll and how they are related to one's role and position within the organization
- Skills needed to make sound personal work-related financial decisions

Works within Organizational Structure and Culture

- Basic knowledge of workplace culture and its communication and power structures
- Skills needed to work and interact effectively within today's workplace

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Definitions: Lifelong Learning Skills

Knows How to Learn

- Skills needed to understand relationship between lifelong learning and employment opportunities and to set realistic and meaningful learning goals
- Skills needed to identify one's learning strengths and styles and develop effective learning strategies

Applies Skills and Knowledge in New Contexts

- Skills and strategies needed to understand the transference of skills from one context to another (i.e., from the classroom to the workplace)
- Skills needed to work with others to assess one's application of skills in new contexts

Manages Change

- Skills needed to understand and prepare for changes in the workplace that may affect one's career
- Skills needed to adapt effectively to changes through educational planning

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Section 3
Foundation Skills and Competencies Lists

Foundation Skills and Competencies Lists

Development

A competency-based approach to developing the framework was selected for two reasons. One, the competency approach provides the level of specificity required to help workers and learners set realistic short- and long-term education goals based on the foundation skills and competencies needed to reach their goals. Two, the competencies lists provide a relevant and meaningful structure for measuring and recording achievement. Workers or learners can demonstrate what they know and are able to do before, during, and after participation in a program.

The project team synthesized the research on adult and work-based learning to identify the specific competencies underlying effective performance of the foundation skills and knowledge areas. Research sources included:

- Pennsylvania Adult Learner Skills Competencies;
- Pennsylvania K-12 Academic Standards;
- National Institute for Literacy, *Equipped for the Future* Content Standards;
- Occupational Skills Standards Reports;
- Occupational Information Network (O*NET) Content Model;
- Secretary's Commission on Achieving Necessary Skills (SCANS).

Competencies Lists

Each foundation skill was further defined in terms of the specific competencies that must be mastered to achieve competence in that skill. Performance indicators (activities, behaviors, or outcomes that demonstrate competence) were then identified for each competency. They are organized as follows:

Example:

Foundation Skill: Reads with Understanding

Competency: W 1.1 Demonstrates word recognition and alphabetization skills
Performance Indicator: ☐ Applies basic principles of sound/symbol correspondences
Performance Indicator: ☐ Pronounces an increasing number of words by sight
Performance Indicator: ☐ Uses context clues to comprehend unfamiliar words

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The foundation skills, competencies, and performance indicators are loosely organized from basic to more advanced. Learners may not always demonstrate achievement of competencies in that order, however. It should also be noted that as learners develop the more complex competencies toward the end of a list, they are usually further developing and refining the more basic competencies at the beginning of the list. In short, competency development is fluid, dynamic, and cumulative.

Using the Competencies Lists

- Identify specific competencies. Once the foundation skills and knowledge areas have been identified, consult the corresponding competency list to determine the specific competencies that should be targeted. For example, workers in a foundation skills program need to develop communication skills to improve their job performance during shift change meetings. The foundation skills, "Listens with Understanding" and "Speaks Clearly and Concisely," were targeted for instruction. The competencies lists on pages 5 and 6 specify which competencies to target for instruction. For this worker group, instruction focused on Competency #W3.2, *Demonstrates Comprehension of Verbal Message* and #W4.3, *Uses Questioning Strategies Effectively to Obtain or Clarify Information.*
- Develop learning tasks. In the above example, a curriculum developer observed the use of the targeted skills and competencies at shift change meetings in order to develop instructional scenarios. Sample scripts were developed and deliberately included conflicting and confusing information. Workers then practiced reading the log entries to each other, paraphrased what they heard, and developed clarification and probing questions to clarify the communication.
- Document achievement. Check off and date the performance indicators as they are proficiently demonstrated. Notations may include degree of competence, such as exceptional, competent, or needs improvement. Collect samples that indicate attainment of competencies, such as an audio tape of the shift change scenario. All samples should be dated and clearly marked with the competency attained. The lists and samples then become part of a portfolio of achievement for the learner.

Reads with Understanding

(Skills needed to read and understand written work-related information, such as reading for various purposes, such as reading to complete a task, locate specific information, or critically analyze information)

W 1.1 Demonstrates word recognition and alphabetization skills
☐ Applies basic principles of sound/symbol correspondences
☐ Recognizes and pronounces an increasing number of words by sight
☐ Uses context clues to comprehend unfamiliar words
☐ Uses word structure (prefixes, roots, suffixes) to comprehend unfamiliar words
☐ Uses synonyms, antonyms, and words with multiple meanings to comprehend text
☐ Uses reference materials
☐ Identifies work-related vocabulary in various contexts
☐ Alphabetizes selected words and locates alphabetized information

W 1.2 Uses active reading strategies
☐ Identifies purpose for reading
☐ Previews text using text aids (e.g., headings, summaries)
☐ Predicts what text will be about and what information will be learned or located
☐ Selects appropriate rate and reading strategies for purpose
☐ Monitors comprehension (e.g., rereads and summarizes in own words)

W 1.3 Reads and interprets signs, symbols, abbreviations, and acronyms
☐ Identifies and explains the meanings of signs, symbols, abbreviations, acronyms
☐ Uses signs, symbols, abbreviations, and acronyms to understand text

W 1.4 Demonstrates literal and inferential comprehension of text
☐ Identifies directly stated main ideas and details (examples, facts, descriptions)
☐ Differentiates fact from opinion and relevant from irrelevant information
☐ Identifies implied main ideas and details (i.e., makes inferences)
☐ Interprets figurative language (e.g., similes, metaphors)
☐ Analyzes author's bias, purpose, tone
☐ Analyzes and evaluates text and draws appropriate conclusions

W 1.5 Demonstrates knowledge of paragraph and text structure
☐ Identifies organizational patterns (sequence, time, cause-effect, compare-contrast)
☐ Uses paragraph or text structure to aid understanding

W 1.6 Reads and interprets documents (tables, schedules, graphs, maps, forms)
☐ Locates and uses information in documents to perform tasks
☐ Understands instructions or directions that include conditionals and multiple steps
☐ Summarizes and compares information presented in documents
☐ Analyzes information from documents to draw conclusions or make decisions

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Writes Clearly and Concisely

(Skills needed to communicate in writing work-related information and ideas for various audiences and purposes, such as to write accurate and complete messages, and complete documents or forms)

W 2.1 Applies principles of Standard English language usage, grammar, mechanics, and spelling in written work
☐ Correctly uses capital letters and marks of punctuation
☐ Correctly spells familiar words
☐ Approximates spelling of unfamiliar words
☐ Applies Standard English usage for verbs and pronouns
☐ Recognizes basic parts of speech

W 2.2 Demonstrates knowledge of basic writing concepts
☐ Identifies various purposes for writing
☐ Identifies various audiences for written work
☐ Identifies procedures for producing final document (pre-writing, drafting, revising)
☐ Uses appropriate writing style for audience and purpose
☐ Writes a variety of complete simple sentences
☐ Writes variety of complete compound sentences
☐ Writes simple, organized paragraphs
☐ Uses descriptive language to convey shades of meaning
☐ Writes complex paragraphs, including stated and implied main ideas and details
☐ Applies basic organization and structure for clarity and accuracy (headings, parallel structure, references, quotations)

W 2.3 Demonstrates knowledge of concepts about writing in a variety of situations
☐ Analyzes audience and purpose for writing and applies appropriate style
☐ Writes accurate notes and messages for different audiences
☐ Completes simple documents and forms completely and accurately
☐ Completes complex documents and forms completely and accurately
☐ Writes accurate and complete reports, including relevant and important details

W 2.4 Uses proofreading skills to correct written work
☐ Recognizes and corrects errors in specific language conventions (subject-verb agreement)
☐ Recognizes and corrects errors in grammar, syntax, punctuation, and spelling
☐ Proofreads and uses appropriate resources to correct errors
☐ Revises materials to be concise, clear, and consistent

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Listens with Understanding

(Skills needed to comprehend, analyze, and interpret orally presented communications and directions on familiar and unfamiliar topics)

W 3.1 Demonstrates active listening skills
☐ Identifies purpose for listening
☐ Does not inappropriately interrupt speaker
☐ Relates what is presented orally to one's prior knowledge
☐ Demonstrates attentiveness through nonverbal or verbal behaviors (e.g., eye contact, facial expressions, gestures, pauses, and distance)
☐ Uses intonation, rhythm, and stress to determine speaker's intent
☐ Asks questions for clarification
☐ Asks pertinent questions

W 3.2 Demonstrates comprehension of verbal message, conversation, or other oral communication, including when the speaker is not physically present (i.e., telephone)
☐ Accurately paraphrases and summarizes orally presented information, including relevant details
☐ Follows oral instructions
☐ Modifies a task based on changes provided in oral instructions

W 3.3 Analyzes information communicated orally
☐ Identifies the main idea
☐ Distinguishes fact from opinion
☐ Distinguishes relevant from irrelevant information
☐ Analyzes information (relevance to issue, author's purpose and point of view)
☐ Asks probing questions
☐ Identifies types of arguments (causation, authority, analogy)
☐ Identifies logical fallacies (inferring causation from correlation, over-generalization)
☐ Analyzes and evaluates orally presented information and draws appropriate conclusions
☐ Formulates a judgment when appropriate

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Speaks Clearly and Concisely

(Skills needed to express ideas and information orally
in a clear and understandable manner while sustaining interest and attention)

W 4.1 Demonstrates knowledge of basic concepts about effective speech
☐ Identifies audience and purpose for communicating
☐ Organizes and paces presentation to facilitate audience understanding of message
☐ Demonstrates effective speech conventions (grammatically correct, audible, clear enunciation, pace)
☐ Employs appropriate nonverbal behaviors (e.g., eye contact, gestures, distance)
☐ Determines listener's understanding by observing verbal and nonverbal cues
☐ Monitors and adjusts language to the level of formality required
☐ Responds appropriately to listener feedback

W 4.2 Participates in basic conversation, discussion, or interview
☐ Uses appropriate conversational techniques and behaviors (asking and answering questions, including others in conversation, volunteering information)
☐ Participates in discussion, asking and answering questions and volunteering information as appropriate
☐ Responds appropriately to others' requests, questions, criticisms, or praise

W 4.3 Uses questioning strategies effectively to obtain or clarify information
☐ Asks for basic assistance or information
☐ Asks clarification questions
☐ Repeats information for clarification
☐ Uses questioning strategies to monitor comprehension
☐ Asks probing questions to obtain more information

W 4.4 Uses explanatory language and basic persuasive language effectively to communicate information
☐ Selects and uses appropriate language structures to convey messages (description, narration, comparison, explanation, justification, prediction)
☐ Reports activities and factual information accurately, logically and concisely (reports an emergency)
☐ States a personal opinion or particular point of view clearly and effectively, including supporting argument
☐ Teaches others how to perform a task (explains steps or gives directions)

Applies Mathematical Operations, Concepts, and Reasoning

(Skills needed to understand, interpret, and manipulate mathematical functions and concepts to complete work tasks and solve problems)

W 5.1 Demonstrates computations skills using whole numbers, fractions, decimals, and percentages
☐ Identifies, classifies, writes numeric symbols as numerals and words
☐ Counts and associates numbers with quantities, including correct sequence
☐ Identifies the values of whole numbers, fractions, decimals, and percentages
☐ Adds and subtracts whole numbers, fractions, decimals, and percentages
☐ Multiplies and divides whole numbers, fractions, decimals, and percentages
☐ Interprets and uses numbers involving dates, time, and temperature
☐ Recognizes, interprets, and uses numbers, decimals, and fractions for currency

W 5.2 Measures accurately
☐ Identifies, interprets, and uses problem solving tools for measurement (e.g., rulers, scales, gauges, dials, calculators, and computers)
☐ Recognizes, measures, and uses linear dimensions
☐ Recognizes, measures, and uses geometric shapes and sizes
☐ Recognizes, measures, and uses distance, weight, area, and volume
☐ Interprets use of numbers in documents and in various settings

W 5.3 Estimates
☐ Estimates results without a calculator prior to making calculations
☐ Uses estimation to check the reasonableness of an answer

W 5.4 Uses math documents
☐ Interprets charts, graphs, schedules, tables, diagrams, blueprint
☐ Constructs charts, graphs, schedules, tables, and diagrams

W 5.5 Applies math concepts to understand and solve problems
☐ Identifies key words to determine problem-solving operations
☐ Identifies and interprets basic algebraic functions, patterns, and formulas
☐ Identifies and interprets basic geometric functions, patterns, and formulas
☐ Interprets basic statistical data (e.g., mean, median, mode, percentile)
☐ Generalizes and applies results and methods in a variety of math contexts

Observes Critically

(Critical and reflective thinking and discrimination skills needed to notice, analyze, and respond to visual information, especially in irregular or unusual situations)

W 6.1 Sets purpose and strategies for observing
☐ Identifies what is to be observed
☐ Establishes purpose and goal for observation
☐ Selects appropriate strategies, methods, materials needed for observation
☐ Determines the best time to observe, if applicable
☐ Determines the amount of time needed to get an accurate observation
☐ Predicts what information will be obtained through observation

W 6.2 Attends to visual sources of information (instrumentation, media, people, symbols, pictorial, or environmental)
☐ Sustains focused attention
☐ Attends to available cues to aid comprehension
☐ Selects and attends to important information and details
☐ Discriminates important from irrelevant or distracting information or details
☐ Discriminates flaws, problems, or defects and unusual or abnormal occurrences
☐ Integrates information with prior knowledge
☐ Monitors observation and adjusts strategies, as needed

W 6.3 Interprets information obtained through observation
☐ Analyzes accuracy, bias, and usefulness of observations
☐ Identifies if-then or cause-effect relationships
☐ Visualizes and explains how detail/s fit into big picture

W 6.4 Verifies and documents observation
☐ Asks questions or uses resources to clarify information, when appropriate
☐ Communicates observations to others, when appropriate

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Uses Technology

(Skills needed to select and effectively use basic technology to perform work-related tasks)

W 7.1 Uses common workplace technologies
☐ Demonstrates correct use of telephone and voice mail features and protocols
☐ Demonstrates correct use of telecommunications technologies (fax machine)
☐ Demonstrates correct use of calculator, photocopy machine, cash register

W 7.2 Demonstrates basic computer operating skills
☐ Identifies and explains functions of computer and peripherals
☐ Demonstrates how to use on/off buttons; checks connections, if necessary
☐ Makes adjustments as necessary (screen, keyboard or mouse placements)
☐ Inserts disks (floppy, CD, zip) correctly
☐ Maneuvers the mouse and performs basic functions (click and drag)
☐ Demonstrates keyboarding and typing skills
☐ Performs basic maintenance (saving to disk or deleting old files)

W 7.3 Uses basic software applications and programs
☐ Creates and saves documents/ files
☐ Retrieves, edits and resaves documents/files
☐ Navigates through programs, screens, or data fields
☐ Enters data in appropriate fields
☐ Uses special features (font, spell-check, copy/paste)
☐ Prints a document/file
☐ Finds and applies information in help menu or manual

W 7.4 Uses email software
☐ Creates, sends, and opens new messages
☐ Saves messages
☐ Replies to and forwards messages
☐ Attaches documents
☐ Creates folders or mailboxes to save messages
☐ Explains and uses email etiquette
☐ Joins and participates in electronic discussion groups (listservs)

W 7.5 Uses Internet browser
☐ Selects and opens an Internet browser
☐ Opens a location using a URL or web address
☐ Navigates through sites using links and back/forward buttons
☐ Sets and uses bookmarks
☐ Chooses and uses a search engine
☐ Evaluates search results for quality, reliability, bias, and accuracy

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Locates and Uses Resources

(Skills needed to identify, select, and allocate resources, such as information, time, people, money, references, equipment, tools, and materials)

W 8.1 Identifies resources
☐ Identifies one's purpose and need for resources
☐ Determines potential sources for gathering resources
☐ Establishes an efficient system for accessing resources

W 8.2 Gathers and organizes resources
☐ Estimates amount and variety of resources needed
☐ Chooses resources consistent with a specific task or purpose
☐ Prioritizes resources based on task, purpose, complexity and time factors

W 8.3 Evaluates resources
☐ Determines if amount and variety of resources are appropriate
☐ Compares effectiveness/reliability of resources
☐ Seeks feedback from others to determine reliability of resources
☐ Determines possible outcomes using selected resources

W 8.4 Uses resources
☐ Establishes efficient system for monitoring effective use of resources
☐ Allocates resources based on analysis
☐ Integrates resources to complete job tasks
☐ Monitors use of resources
☐ Revises resource allocation plan based on feedback and monitoring

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Applies Health and Safety Concepts

(Basic knowledge of work-related health and safety procedures and systems and one's role in following the procedures)

K 1.1 Follows health and safety rules/procedures
☐ Demonstrates a positive attitude toward safety
☐ Wears proper/required protective attire
☐ Locates emergency exit plan and fire exits
☐ Locates safety procedures and guidelines
☐ Locates emergency protection areas
☐ Identifies and responds to emergency alarms
☐ Identifies basic first aid supplies
☐ Maintains a clean and safe work environment
☐ Explains safety signs and symbols
☐ Explains safety procedures and guidelines
☐ Explains personal responsibility for following health and safety rules
☐ Participates in programs to improve health/safety

K 1.2 Prevents health or safety violations
☐ Uses/handles materials properly and safely
☐ Stores materials properly
☐ Practices proper waste disposal
☐ Recognizes common physical, chemical or biological hazards
☐ Complies with established safety practices
☐ Obtains proper material handling information
☐ Maintains protective attire
☐ Encourages others to manage and reduce health/risk factors

K 1.3 Manages unsafe or hazardous incidents
☐ Recognizes unsafe/unhealthy situation
☐ Reports unsafe practices to appropriate personnel
☐ Implements corrective actions when environment is unsafe/unhealthy
☐ Performs first aid skills when needed
☐ Maintains materials safety data sheets (MSDS)

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Understands Process and Product

(Basic knowledge that every organization produces a product or provides a service which is guided by a process, and one's role and importance in that process)

K 2.1 Understands the organization's product or service
☐ Identifies organization's mission
☐ Lists resources with information about product or service (manuals, co-workers)
☐ Uses resources to complete work tasks

K 2.2 Understands the process that guides production or provision of services
☐ Lists resources and information (work plans, job aids, standard operating procedures — SOPs) to obtain information about organizational processes
☐ Explains steps in work process or service protocol
☐ Explains how various steps are interrelated
☐ Applies process/protocol to complete work tasks, using resources as needed

K 2.3 Understands one's role in process and production or provision of services
☐ Explains one's responsibilities related to production or provision of services
☐ Explains one's role in contributing to quality
☐ Participates in continuous improvement activities

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Demonstrates Quality Consciousness

(Basic knowledge of how quality is achieved, one's role in contributing to quality, and how and why continuous improvement contributes to quality)

K 3.1 Shows concern for quality in one's work
☐ Demonstrates accuracy
☐ Explains one's role in quality control
☐ Recognizes when a work process needs improvement
☐ Recommends improvements to team or supervisor

K 3.2 Interacts appropriately with the customer
☐ Uses customer service protocol
☐ Identifies the customer's needs or problems
☐ Applies problem solving method, when appropriate
☐ Ensures customer satisfaction
☐ Seeks customer feedback for improving quality

K 3.3 Practices continuous improvement
☐ Accepts and uses constructive criticism
☐ Participates in quality training
☐ Participates in quality improvement activities
☐ Helps to minimize work costs, rework, or production time
☐ Encourages others to be conscious of quality
☐ Recognizes quality in others' work
☐ Understands industry standards
☐ Uses industry standards for improvement

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Understands Finances

(Basic knowledge of budgets and payroll and how they are related to one's role within the organization)

K 4.1 Understands personal work-related finances
☐ Identifies parts of a paycheck
☐ Identifies payroll deductions from paycheck
☐ Explains the purpose for each payroll deduction
☐ Explains process of changing one's payroll deductions
☐ Identifies components of a benefit package
☐ Describes the worth of benefits
☐ Explains and computes interest rates
☐ Locates and uses resources if questions arise

K 4.2 Understands basic budget concepts
☐ Explains basic financial vocabulary (credit, debt , profit, loss, bottom line)
☐ Balances a checkbook
☐ Lists personal income sources
☐ Lists personal expenses
☐ Explains a balanced spending plan
☐ Explains how and why a loan is obtained
☐ Explains how and why investments are important
☐ Identifies and explains tax credits

K 4.3 Understands basic financial concepts of organizations
☐ Identifies organization's revenue sources and expenditures
☐ Compares personal budgets with organizational budgets
☐ Identifies parts of an organizational budget
☐ Identifies parts of a profit and loss statement
☐ Explains parts of an organizational budget
☐ Explains parts of a profit and loss statement
☐ Explains how quality and customer satisfaction affect profit

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Works within Organizational Structure and Culture

(Basic knowledge of workplace culture and its communication and power structures, and how to work and interact effectively within the modern workplace)

K 5.1 Understands one's role within organization
☐ Explains one's work responsibilities
☐ Explains how one's work unit is connected to other work units within organization
☐ Explains organization's mission
☐ Accurately describes how one's performance can impact the company's success

K 5. 2 Uses communication structures in organization
☐ Explains workplace symbols, acronyms, and jargon
☐ Identifies communication channels within organization
☐ Follows organization's confidentiality policy, if applicable
☐ Uses feedback to promote open communication
☐ Keeps appropriate co-workers informed
☐ Uses appropriate communication styles with co-workers, supervisors, and management

K 5.3 Understands organizational power structures
☐ Identifies organized labor's role within the organization, if applicable
☐ Lists steps for a grievance or dispute resolution
☐ Identifies personnel hierarchy ("chain of command") and knows their functions
☐ Develops and uses networks of contacts

K 5.4 Understands organization's role within larger economy
☐ Explains organization's role within the community
☐ Identifies organization's competition
☐ Adapts to organizational change that occurs as result of economy

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Demonstrates Effective Interpersonal Relations

(Social skills needed to cooperate with others, interact effectively within the workplace as well as advance to new positions and responsibilities)

E 1.1 Cooperates with others
☐ Interacts with others in ways that are tactful, courteous, and friendly
☐ Uses appropriate nonverbal communication (eye contact, gestures, posture)
☐ Shares one's ideas, opinions, and interests, when appropriate
☐ Demonstrates respect for others' ideas, opinions, and contributions
☐ Shows respect for others' rights and property

E 1.2 Accepts supervision
☐ Seeks feedback
☐ Accepts and uses constructive criticism
☐ Asks for and receives help from supervisors and co-workers
☐ Initiates action in response to requests from others

E 1.3 Works in a diverse environment
☐ Avoids use of stereotypical language or comments
☐ Accepts changes in the make-up of the workforce
☐ Accepts people of a variety of backgrounds, regardless of position
☐ Demonstrates respect for individual differences (age, race, culture, gender)

E 1.4 Resolves conflict
☐ Acknowledges conflict
☐ Separates conflict from personalities
☐ Identifies areas of agreement and disagreement
☐ Generates options for resolving conflict
☐ Negotiates compromise and agreement
☐ Identifies ways to prevent similar conflicts

E 1.5 Provides supervision and leadership
☐ Motivates, inspires, and influences others to perform effectively
☐ Provides appropriate guidance based on goals, task, and individuals
☐ Seeks feedback on usefulness and results of assistance

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Demonstrates Self-Management Strategies

(Skills and knowledge needed to understand how personal factors contribute to employability, and how to manage time and tasks effectively)

E 2.1 Displays responsible personal behaviors
☐ Maintains healthy lifestyle (e.g., no substance abuse)
☐ Dresses appropriately
☐ Wears corrective lenses or hearing devices, if needed
☐ Maintains appropriate grooming and hygiene
☐ Identifies and addresses personal barriers to success at work

E 2.2 Displays responsible work behaviors
☐ Avoids absenteeism
☐ Demonstrates promptness
☐ Demonstrates willingness to work and shows initiative
☐ Takes responsibility for completion and quality of work
☐ Follows rules and regulations
☐ Does not attend to personal business when on the job
☐ Perseveres when work is difficult

E 2.3 Manages time effectively
☐ Follows work schedules
☐ Sets work goals
☐ Prioritizes tasks
☐ Organizes resources to complete work tasks
☐ Monitors progress and adjusts goals and tasks, as necessary
☐ Completes work tasks on time
☐ Meets job responsibilities

E 2.4 Manages stress
☐ Identifies factors that contribute to stress
☐ Explains and uses strategies for managing stress
☐ Identifies and uses support systems to alleviate stress
☐ Talks openly about feelings, when appropriate
☐ Identifies personal patterns in reaction to stress
☐ Controls actions during stress (e.g., manages anger)

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Works in Teams

(Social skills needed to work cooperatively and collaboratively with others in order to build and support productive team relations and set and accomplish team goals)

E 3.1 Understands the difference between working individually and working in a team
☐ Identifies characteristics of a team player
☐ Contrasts working in a team and working individually

E 3.2 Participates as team member
☐ Listens attentively
☐ Works with others to identify team goal/s
☐ Helps to identify appropriate actions needed to meet team goals
☐ Describes one's role in the team
☐ Helps to meet team goals
☐ Provides opinions and ideas, when appropriate
☐ Respects different viewpoints and ideas
☐ Accepts positive criticism

E 3.3 Develops and maintains productive group relations
☐ Acknowledges other team members' contributions
☐ Adds to other team members' contributions
☐ Helps other team members, when appropriate
☐ Accurately reflects others' ideas and opinions
☐ Provides positive feedback and constructive criticism
☐ Helps team members see conflicting viewpoints

E 3.4 Provides team leadership
☐ Creates trust
☐ Builds consensus
☐ Negotiates agreements
☐ Evaluates team processes
☐ Delegates responsibility

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Solves Problems

(Critical, creative, and reflective thinking skills needed to identify problems, analyze and evaluate various solutions, implement solutions and monitor their effectiveness)

E 4.1 Recognizes that a problem exists
☐ Identifies the signs or symptoms that problem exists
☐ Assigns urgency to problem situation
☐ Accurately defines/describes the problem

E 4.2 Determines possible causes of problem
☐ Sequentially explores problem situation
☐ Remains flexible and open to all possible causes
☐ Identifies possible causes of problem
☐ Analyzes possible causes of problem
☐ Chooses appropriate problem solving approach

E 4.3 Identifies possible solutions
☐ Incorporates creativity and intuition to identify possible solutions
☐ Gathers information from diverse sources to determine possible solutions
☐ Analyzes quality and reliability of resources
☐ Lists possible solutions

E 4.4 Evaluates possible solutions
☐ Identifies possible consequences of various solutions
☐ Compares and contrasts potential effectiveness of various solutions
☐ Draws conclusions or make predictions about best solution
☐ Selects solution based on analysis
☐ Supports selection with reasons and evidence

E 4.5 Implements solution and evaluates consequences
☐ Collects and allocates resources needed to solve problem
☐ Implements solution
☐ Evaluates effectiveness of solution
☐ Adjusts path based on analysis and evaluation

E 4.6 Works to prevent problems
☐ Monitors outcomes of previous problem situations
☐ Identifies possible problem areas
☐ Takes measures to prevent problems from occurring

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Makes Decisions

(Critical, creative, and reflective thinking skills needed to consider relevant facts and opinions, evaluate potential risks and benefits of various decisions, make a decision, and analyze its outcome)

E 5.1 Recognizes situation when a decision must be made
☐ Identifies the clues/symptoms that a decision must be made
☐ Identifies circumstances leading up to or surrounding situation
☐ Identifies urgency of situation
☐ Analyzes circumstances leading up to or surrounding situation

E 5.2 Identifies decision-making options
☐ Carefully explores situation
☐ Remains flexible and open to any and all possible options
☐ Incorporates creativity and intuition to identify possible alternatives
☐ Lists possible decision making options
☐ Gathers factual information as well as opinions from diverse sources
☐ Analyzes quality and reliability of information from sources

E 5.3 Analyzes and evaluates options
☐ Identifies possible consequences of various options
☐ Compares and contrasts costs/benefits of various options (uses decision grid)
☐ Draws conclusions or make predictions about best option

E 5.4 Implements decision and evaluates consequences
☐ Selects and implements option based on analysis
☐ Supports decision with reasons and evidence
☐ Evaluates effectiveness of decision
☐ Adjusts path based on evaluation and reflection

Lifelong Learning Skills

(Core foundation skills that enable one to reach realistic learning and employment goals through lifelong learning opportunities; includes knowing how to learn, applying skills in new contexts, and anticipating and adapting to changes in the workplace)

L 1.1 Knows how to learn
☐ Sets clear and realistic learning goals
☐ Seeks opportunities to update skills
☐ Demonstrates persistence when learning is difficult
☐ Identifies learning strengths and weaknesses
☐ Identifies learning styles and preferences
☐ Identifies and uses study strategies
☐ Identifies and works to remove personal barriers to learning
☐ Uses memory aids (notes, tape recorder)
☐ Explains connection between education and employment
☐ Explains importance of lifelong learning
☐ Reflects on what was learned

L 1.2 Applies skills in new contexts
☐ Shows willingness to apply new skills and knowledge
☐ Explains the process of applying new skills in different contexts
☐ Works with co-workers to apply new skills and knowledge on the job
☐ Reflects on one's abilities to transfer new skills and knowledge

L 1.3 Manages change
☐ Displays flexibility
☐ Accepts new or changed responsibilities
☐ Accurately describes how change at work affects stress levels
☐ Accurately describes recent changes in the workplace
☐ Accurately describes anticipated/possible future changes
☐ Reflects on how change may affect one's job
☐ Develops plan or career path to adapt to change
☐ Makes wise self-directed learning choices

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Section 4
Using the Foundation Skills Framework for Goal Setting

Using the Foundation Skills Framework for Goal Setting

Purpose

CareerLink customers need opportunities to make informed choices about the most appropriate options available to them. Such choices should be based on accurate appraisals of their needs and abilities, as well as the type and duration of services and the designated time period for achieving goals. Accurate and realistic goal setting represents the very core of workforce investment system activities. The foundation skills framework may be used to help workers, learners, and employers determine their specific foundation skills training needs and develop goals to meet those needs. This section addresses goal setting with workers and learners. See Section 7 for a discussion of determining foundation skills goals with employers.

Realistic, measurable, and attainable career and education goals provide a structure for helping customers make informed choices, experience success, and move forward along their career path. The framework may be used to enhance this process by providing tools to 1) align career goals with education goals, and 2) set realistic and attainable education or training goals based on the development of specific competencies. This section describes the goal setting process as it might be used with the framework tools.

Align Career and Education Goals

The foundation skills models can be used to visually communicate the relationship between skills and employment goals. The goal setting questions on page 6 can be used to guide discussion. For example, Luz has been out of the workforce for ten years, and during questioning mentions that she enjoys elderly people and is interested in learning more about working in that field. You might consult the Occupational Skills grid on page 7 of this section or the Job Profiling Resources in Section 8 to get an estimate of the types and levels of foundation skills needed in the health care field. The foundation

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skills model can then be used to discuss the foundation skills and knowledge areas that are critical for success in the senior care service industry. Luz can then be encouraged to discuss her perceived skills strengths and weaknesses in those areas, and the groundwork for an education plan can be laid.

Goal Setting and Instructional Planning

Once the link between a career goal and the foundation skills has been made, the framework tools can be used to set specific education goals and begin instructional planning. For example, Jonathan is a new customer in your program or *CareerLink* site. Jonathan is 40 years old and the custodial father of two boys, ages 10 and 12. He dropped out of school in the ninth grade. Until recently, Jonathan had been employed as a heavy construction worker. About three months ago, however, he sustained an on-the-job injury and can no longer work in a job that requires a high level of physical activity. Jonathan has told you he attended a demonstration of computer aided drafting and would like to more about jobs in that field.

The procedures described below can be used to assist with linking skills and goals and begin educational planning.

1. Use the goal setting questions on page 6 to guide initial discussion.

2. Use the Occupational Skills Grid on page 7 of this section and Job Profiling Resources in Section 8 to identify the types and levels of foundation skills and knowledge needed for job clusters. For Jonathan, you would identify the computer-aided drafting and design (CADD) skills and levels for entry level positions.

3. Use the Foundation Skills model to discuss the necessary foundation skills and knowledge areas.

4. Administer the Foundation Skills Self Appraisal in Section 6 to determine the customer's perception of his or her foundation skills.

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5. Use the assessment resources in Section 6 to develop an assessment plan. For example, you administer a standardized test and discover that Jonathan reads at about a 6th grade level and performs math at about a 5th grade level. An informal performance assessment indicates he has some basic computer skills.

6. Using information from the last two steps, work with the customer to set realistic short- and long-term goals. For example, Jonathan may not yet have the skill levels needed for a CADD position—his long-term goal. Discussion may focus on education goals to begin moving him toward his career goal.

7. Complete the left side of the "Goal Setting and Instructional Planning" sheet on page 4. Review the appropriate competencies lists to identify specific competencies to target for instruction.

8. To complete "Evidence of Learning" section of sheet, describe success in performance terms. What will be acceptable and valid evidence that learning has occurred? What will Jonathan have to say or do before you would agree that the goal had been reached? Describe also when or how often the actions are supposed to occur. See the sample on page 5.

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Goal Setting and Instructional Planning

PARTICIPANT START DATE

LONG TERM EDUCATION GOAL

FOUNDATION SKILLS NEEDED TO REACH GOAL

COMPETENCY	EVIDENCE OF LEARNING DATE COMPLETED
COMPETENCY	EVIDENCE OF LEARNING DATE COMPLETED
COMPETENCY	EVIDENCE OF LEARNING DATE COMPLETED
COMPETENCY	EVIDENCE OF LEARNING DATE COMPLETED

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Goal Setting and Instructional Planning — Sample

PARTICIPANT Jonathan Doe START DATE January 2001

LONG TERM EDUCATION GOAL
Develop necessary foundation skills to prepare for Basic CADD Skills

FOUNDATION SKILLS NEEDED TO REACH GOAL
Applies Mathematical Concepts & Operations, Uses Technology, Solves Problems

COMPETENCY	EVIDENCE OF LEARNING
Measures accurately	Completes measurement unit of software with 85% accuracy within first two weeks of instruction DATE COMPLETED _____
COMPETENCY	EVIDENCE OF LEARNING
Uses basic software applications and programs (draws tables, charts, and graphs)	Creates and saves basic charts, graphs and tables in Microsoft Office after four weeks of instruction DATE COMPLETED _____
COMPETENCY	EVIDENCE OF LEARNING
Measures and uses distance and area calculations to solve problems	Completes problem solving unit of software after four weeks of instruction with 85% accuracy DATE COMPLETED _____
COMPETENCY	EVIDENCE OF LEARNING
Understands basic geometric formulas and functions	Completes geometry unit of software with 85% accuracy after four weeks of instruction DATE COMPLETED _____

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Questions to Guide the Goal Setting Process

(Used with permission and adapted from a Product of the Core Training Project of the TIU Adult Education and Job Training Center)

Questions to Ask Customers Seeking a Better Job

What kind of job do you have now? What do you do in your current job?
Why do you want to make a change?
Will you do different things in the new job?
Do you know how to do the things you'll have to do to get the new job?
If not, what do you think you'll need to learn? Can you tell me what you'll need to learn the most?
Do you have a resume? Have you ever had one?

Questions to Ask Customers with Some Work History

What kinds of work have you done before?
Can you think of the kinds of skills that you had to use in that work?
Why did you leave your other job?
What kind of a job do you want to get now?
Do you know if a GED is necessary to get that job?
What kinds of things will you need to do in that job?
Do you think you can do those tasks? If no, what do you think you'll need to learn?
Can you tell me what you'll need to learn the most?
How much time are you willing to commit to your classes here?
Is there a job available now? What is the application deadline for it?

Questions to Ask Customers Seeking Education or Training Opportunities

What do you want to study? Where do you want to go to school?
You'll be training for a job. Do you know the kinds of work people in those jobs do?
Do you have information on admission requirements for that program?
Are you employed now? If so, what do you do there?
Is that similar to what you would do in a job you'll be training for?
Do you know the kinds of things people in those jobs do?
Do you think you'll be able to do those things?
Do you have a resume? Have you ever had one?
How much time are you willing to commit to your studies here?
When do you have to apply to the school/training program?

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OCCUPATIONAL SKILL STANDARDS GRID

		Hospitality/Tourism											
		Bellperson	Busser	Concierge	Cashier	Front Desk Clerk	Hostess	Reservations	Server	Retail Sales Associate	Advanced Manufacturing	Health Care	Human Services
BASIC WORKPLACE SKILLS													
Reads with Understanding	Level B	v		v	v	v	v	v					
	Level I									v	v	v	v
(B=Basic; I-Intermediate; A=Advanced)	Level A												
Listens with Understanding	Level B	v		v	v	v	v	v	v	v			
	Level I										v	v	v
	Level A												
Writes Clearly and Concisely	Level B	v		v	v	v		v	v	v			
	Level I										v	v	v
	Level A												
Speaks Clearly and Concisely	Level B	v	v	v	v	v	v	v	v	v			
	Level I										v	v	v
	Level A												
Applies Math Operations and Reasoning	Level B	v		v	v	v	v		v				v
	Level I									v	v	v	
	Level A												
Uses Technology	Level B	v		v	v	v	v	v	v	v		v	v
	Level I										v		
	Level A												
Locates and Uses Resources	Level B			v		v		v		v			v
	Level I										v		
	Level A												
Observes Critically	Level B											v	v
	Level I												
	Level A												
BASIC EMPLOYABILITY SKILLS													
Demonstrates Effective Interpersonal Skills				v		v					v	v	v
Demonstrates Self-Management Strategies				v								v	
Works in Teams										v		v	v
Solves Problems				v		v		v	v		v	v	v
Makes Decisions											v	v	v
BASIC WORKPLACE KNOWLEDGE													
Applies Health and Safety Concepts											v	v	v
Understands Process and Product/Service											v		
Demonstrates Quality Consciousness						v					v	v	
Works in Organizational Structure/Culture											v	v	v
Understands Finances											v		
LIFELONG LEARNING SKILLS													
Knows How to Learn											v		
Applies Skills in New Contexts													
Manages Change													

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Section 5
Using the Foundation Skills Framework for Instruction

Using the Foundation Skills Framework for Instruction

Purpose

The success of any curriculum framework or instructional package depends on highly skilled curriculum developers, instructors, facilitators, and trainers to provide an engaging and meaningful learning environment. This section provides guidance for providing high-quality foundation skills instruction, although all *CareerLink* partners will benefit from the information and ideas presented. Any interaction with a *CareerLink* customer can become a "teachable moment" and an opportunity to use the framework as an instructional tool. For example, Robert reveals during an intake interview that he has had trouble keeping a job in the past because he regularly missed or was late for work. His statement presents a powerful opportunity to focus on the *Employability Skills* section of the model, particularly on *Demonstrates Self-Management* and its related competencies, thus reinforcing the connection between employment and education.

Contextualized Learning Principles

Relevant Context — Contextualized learning develops foundation skills and knowledge in a context that is relevant and meaningful to learners. With the foundation skills framework, contextualized learning simulates a workplace environment and embeds skills and knowledge in workplace scenarios, tasks, and activities. The context may focus on a specific workplace (i.e., customized foundation skills programs), or it may focus on the world of work in general, as is often seen in adult education programs. In either case, learners focus on developing foundation skills and knowledge in ways that help them make the connection between what they are doing in the program to applying their skills and knowledge on the job and in their lives.

Active Learning —School-based instruction traditionally focused on the development of skills and knowledge in isolation and often required considerable drill and practice, repetition and recall of facts. While these strategies are still appropriate for developing fluency, contextualized instruction demands more hands-on, active learning that

stimulates learners to think, act, and apply skills and knowledge as they would in the workplace and in their lives. Learners are not simply passive participants or recipients of learning but active partners in the learning process. For example, learners may be given a scenario or problem to solve, such as figuring out why parts are often mislabeled and ways to correct the problem. Using foundation skills and knowledge, they might discover that the print on the labels is too small and can be corrected by using a larger font or color-coding.

Skill Articulation — With contextualized learning, the foundation skills and knowledge are embedded in workplace situations and learning tasks. Instructors help learners to reflect on the skills and knowledge they used in the learning experience, how they were used, and how they improved their skills in the process. Skill articulation is a critical component of contextualized learning and can be woven into any instructional activity or interaction with a customer. In the above example, the group may reflect on how they used the foundation skills and knowledge components, such as critical observation, understanding quality, reading with understanding, and solving problems. They might also discuss the specifics of how they used those skills to solve the problem and how the skills may be used in other situations or contexts.

Transfer to the Workplace — Transfer of learning from the training environment to the workplace should be a focus of every work-based foundation skills program. Transfer is not automatically or easily achieved and requires careful planning and coordination among all partners. Numerous factors can help or hinder the transfer of new skills and knowledge, such as how closely the learning task, materials, and social context replicate the work environment. Additional barriers may also impede transfer, such as a lack of opportunities to practice and use skills in a supported environment or lack of support for transfer within the workplace itself. It is therefore critical that all stakeholders—learners, instructors, and workplace supervisors or job coaches—understand and support the goal of learning transfer. The checklist on page 6 can be used to support this process.

Linking the Framework to Instruction

Customized curriculum, based on the specific foundation skills needs of workers and/or employers, is the preferred approach to providing contextualized foundation skills instruction. A customized curriculum is based on a thorough foundation skill needs analysis of the organization and the target audience. A customized curriculum is then developed based on the specific foundation skills needs of the employer and the workers. A project team with representatives from management, labor, training, and the education provider work collaboratively to ensure that the project objectives are meaningful, realistic, and measurable.

Developing customized curricula is time- and labor-intensive, however, and should be undertaken by providers who have specialized training and expertise in the foundation skills needs of the workplace. Numerous resources exist to provide this training and expertise, including *the Pennsylvania Workforce Improvement Network* (PA WIN) Core Team Program Developers (www.ed.psu.edu/pawin). See also the "Customized Curriculum Development Resources" in Section 8.

Many providers do not have the time, money, or expertise to develop high-quality customized programs and services. In addition, few currently available instructional materials integrate the foundation skills and knowledge components in ways that effectively prepare learners for success in the modern workplace. (Some materials are more effective than others, however; selected instructional materials are listed on pages 7-10.) Therefore, all providers should attempt to integrate the principles of contextualized learning into practice. For example, skill articulation using the foundation skill models can be embedded into any activity. Learners can analyze activities to identify the foundation skills, competencies, and knowledge components they are using and how they might be used on the job. The "Supporting Transfer" checklist on page 6 can be adapted for job coaching or mentoring situations. Such opportunities strengthen the connection between learning in a program and using skills in life, and lay the groundwork for transfer and application of skills in new contexts.

Lesson Planning

This section provides ideas for planning lessons built on the principles of contextualized learning. A reproducible lesson planning sheet is provided on page 5.

1) Identify the learning task (i.e., context and focus of the lesson, task or scenario, social interaction and resources)

2) Target the specific foundation skills and competencies embedded in the task. Ask, "What do participants need to do after instruction that they can not do now? How will I know success when I see it?" Use the "Goal Setting and Instructional Planning" sheet from Section 4 to complete Steps 1 and 2.

3) Identify instructional materials and methods based on the task, skills, and needs of the participants. For example, if you were helping a group of workers develop time management skills using scheduling software, a computer-based approach would be an effective method.

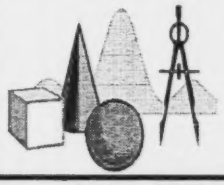
4) Develop a motivational activity to build on participants' prior experience and past learning. In the above example, you might begin with a question about what time management means. Ask for examples when participants had to schedule their time and why. Ask for reasons why time management skills are important in the workplace. Encourage participants to think about what might happen if no one used time management strategies, including the most "far-out" examples they can imagine.

5) Introduce unfamiliar terminology and concepts. Some examples for time management include short-term and long-term, organize, prioritize, schedule, resources, estimate, and budget.

6) Develop learning activities for participants to practice skills. Schedule time for participants to discuss which foundation skills they used and how they used them. Provide opportunities to discuss how skills might be used in other situations and contexts.

Lesson Planning Sheet

Learning Task



Foundation Skills and Competencies

Methods and Materials

Evaluation (What would you change or do differently next time, if anything?)

Motivational Activity

Evaluation

New Vocabulary and Concepts

Evaluation

Instruction and Practice

Evaluation

Skill Articulation

Evaluation

Support for Transfer

Evaluation

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Supporting Transfer of Learning to the Workplace

You can provide valuable support to the training process by rating progress throughout the training program.

Trainee: _____ Trainer: _____

Supervisor/Co-worker: _____

Training Topic: _____ Date: _____

List Foundation Skills Training Objectives	Check to confirm that this skill was taught and demonstrated proficiently	How can improvement continue in this area?
1.	Trainee:	
	Trainer:	
	Supervisor:	
2.	Trainee:	
	Trainer:	
	Supervisor:	
3.	Trainee:	
	Trainer:	
	Supervisor:	
4.	Trainee:	
	Trainer:	
	Supervisor::	
5.	Trainee:	
	Trainer:	
	Supervisor:	
6.	Trainee:	
	Trainer:	
	Supervisor:	

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Computer-Based Instructional Resources

A Day in the Life

Curriculum Associates	800-225-0248
Workplace scenario-based instruction and assessment tool to develop reading, math, and problem solving skills in food, health, retail, clerical, and maintenance services.	www.curriculumassociates.com

Basic Life Skills at Work: The Factory Mystery

New Readers Press	800-448-8878
Multimedia strategy software to improve English-language, reading, math problem-solving, and computer skills in a simulated work environment.	www.newreaderspress.com

Manufacturing Workforce Collaborative Necessary Skills Now

CCI Publishing	800-231-3015
Units: *Hard Choices: Applying Values and Ethics in the Workplace; Measuring Your Processes; Teams at Work*: and *Quality and Your Customer: A Systems Approach.*	

Plato WorkSkills Curriculum

TRO Learning Inc.	800-869-2000
Units: *Communication, Data Skills, Applied Math, Reading for Information, Writing for the Workplace, and Quality Fundamentals.*	

SCANS 2000 Workplace Readiness

South-Western Thompson Learning	800-354-9706
Units: *Designing an Information System, Building System Quality, Making a Technical Presentation, Building a Problem Solving Team, Developing a Marketing Plan, Developing a Business Plan, Making Complex Decisions.*	www.scans.jhu.edu/modules/modules.html

Video-Based Instructional Resources

Pennsylvania Cable Network Factory Tours

Pennsylvania Cable Network	717-730-6000
Find factory tours of companies in your area or similar industries in your area; tape for educational purposes; use to illustrate various workplace skills and knowledge areas *in action*.	
	http://www.pcntv.comtourlist.html

Workplace Essential Skills (PBS LiteracyLink®)

Kentucky Educational Television	800-354-9067
Units: *New to the Job*; *Communication and Writing*; *Writing Skills*; *Reading: Math.* (also includes print- and web-based materials)	

Workplace Readiness

Agency for Instructional Technology	812-339-2203
Video- and print-based materials for introducing problem solving, teamwork and self-management skills in the modern workplace environment	http://www.ait.net

Audio-Based ESL Instructional Resources

English at Work: A Tool Kit for Teachers

New Readers Press	800-448-8878 X270
Uses the multicultural workplace as a starting point for language and literacy learning; includes audiotapes, photographs, teachers guide and training video.	

Print-Based Instructional Resources

Gender and Diversity in the Workplace

> *Sage Publishing* 805-499-0721
> A book of individual and group exercises created to help workers understand how gender and diversity issues may be dealt with sensitively; includes role-plays, case studies and simulations.

Massachusetts Career Development Institute

> Developed with a National Workplace Literacy Program grant
> Units: *Reading Comprehension Skills through Workplace Education, Quality Assurance, Team Building Concepts, Problem Solving Techniques Seminar, Total Quality Management Seminar*, and *Workplace Health*
> 413-781-5640

New Readers Press Workplace Series

> Books: *Get that Job; The Working Experience; More than a Job; Critical Reading at Work; Speaking up at Work; Work Force Literacy Skills for Jobs 2000; Job Savvy; Workplace Dynamics* 800-448-8878

Self-Sufficiency Budget Worksheet Packet

> Women's Association for Women's Alternatives, Inc. Budget worksheets to help customers plan for self-sustaining wages.
> www.womensassoc.org/programs/self-suff

Steck-Vaughn Workplace Series

> Books: *Necessary Skills for the Workforce, Math Skills for the Workforce, Workforce: Building Success; Images: A Real World Reading Program for Adults (work-focused);* and *Employability Skills* 800-531-5015

Workplace Curriculum Products (Vermont Adult Learning)

> Developed with a National Workplace Literacy Program Grant
> Books: *Effective Business Writing, Word Processing, Managing Change, Telephone Communication, Self-Confidence, Medical Terminology, Stress Management, Memory*, and *Public Speaking* 302-229-5221

Web-Based Instructional Resources

The Employee Training Institute of the San Diego Community College

http://www.workplace-eti.com/index.html
Provides customized training materials via Internet delivery, including *Health and Safety* and *Material Safety Data Sheet* (MSDS) training.

The LAB: The National Institute for Literacy's Southern LINCS (Locating Information and Communication System)

http://hub2.coe.utk.edu/gtelab/
Purpose is to distribute high-quality, interactive web-based learning activities focusing on foundation skills and knowledge that adults need to be effective in the 21st century.

Midwest LINCS "Hire Me" Guide

http://www.abeonline.net/hireme/index.htm
The "Hire Me" Guide consists of six, high quality on-line lessons, including *Change, Goal Setting, Skill Assessment, Appearance*, and *Interviewing Basics*.

Professional Development Program, Rockefeller College at the University at Albany, and The Eddy (not-for-profit network of senior health care services)

www.albany.edu/pdp/nwlp/
Developed with a grant from NWLP; downloadable teacher and learner materials for senior health care services and curriculum for Certified Nursing Assistants; includes units on learning styles, stress management, goal identification and setting priorities, and task management, customer service, communication, working together, handling change.

Section 6
Using the Foundation Skills Framework for Assessment

Using the Foundation Skills Framework for Assessment

Role of Assessment

Much controversy exists over the most appropriate and efficient way to obtain an accurate picture of skill attainment and evidence that *CareerLink* education and training services are successful and effective. Many people believe a variety of instruments and approaches provides the most accurate and meaningful assessment information. For example, assessment of the work-based foundation skills and knowledge is perhaps most meaningful when the assessment is valid and reliable and there is a close match between what is taught, tested, and needed on the job. Standardized assessments consistently provide the most reliable and valid information, but they do not always match what is taught in programs or needed on the job. Performance-based and informal assessments can be developed to match what is taught, but they do not always provide reliable information. This section provides information about a variety of assessment instruments and approaches to assist in developing a comprehensive assessment plan.

Although this section is placed after the information on skills and competencies, goal setting, and instruction, it does not imply that assessment should be the last issue considered in developing foundation skills programs and services. In fact, the three—goal setting, instruction, and assessment—should be closely linked if providers expect achievement to be evident in assessment results.

Self-Appraisals

Self-appraisals provide opportunities for customers to have input and actively participate in the assessment process. They also offer providers insight into participants' perceptions of their foundation skill strengths and areas of need. This section describes four self-appraisals that may be used with the foundation skills framework. The first one was developed specifically for this project and reflects the broad work-based foundation skills model of the framework project.

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- *Foundation Skill Self-Appraisal* on pages 4-5 was developed to provide a springboard for discussion about customers' foundation skills and knowledge areas of strength and need. The questions were designed to address the 21 foundation skills and knowledge components. Results may be used in combination with other assessment information for instructional planning.

- *Working* is a self-appraisal available from H & H Publishing (800-366-4079 or www.hhpublishing.com). The appraisal addresses a broad spectrum of the foundation skills and knowledge areas, including working in teams, taking responsibility, persisting, sense of quality, lifelong learning, adapting to change, and problem solving.

- *Employee Self-Assessment*, an online assessment developed by the Employment Training Institute, is available at www.workplace-eti.com/wbt/wit/mod2. Customers can self-assess their speaking, reading, writing, listening, and math skills.

- *Point Yourself in the Right Direction* is a paper and pencil self-appraisal for workers to anonymously test their reading and math skills; includes links to training resources. The appraisal was developed at and available from the Northampton Community College (mpappalardo@northampton.edu).

Standardized Assessments

Standardized assessments have established validity, reliability, and standards of comparison that allow data comparison within and across programs. Some also provide diagnostic information that providers may use to develop individualized education plans. As such, standardized assessments provide the kinds of information that can be used to establish baseline data for learners and programs and also to measure program effectiveness. See the assessment grids and information on pages 6-8. They illustrate assessments that measure the foundation skills (page 6) as well as suggested assessments for specific populations (page 8).

In terms of demonstrating learner achievement, standardized tests may be most appropriate to use in longer-term programs (30+ hours) since at least 30 hours of instruction are generally necessary to document significant learning gains. However, in short-term programs where instruction is highly focused on work-related needs, standardized assessments may not be valid or reliable measures of skill attainment. Standardized tests may define the skills in a broader way than the skills may be

realized in the workplace. For example, the Tests of Adult Basic Education (TABE) measure the ability to read a text and answer questions about it. A workplace education program, however, may focus on developing only the specific skills to read and understand a procedure and apply the information in a specific context.

Foundation Skill Rubric

Many of the foundation skills and knowledge areas do not have links to assessments that are appropriate for measuring them. One alternative is to use the rubric, or scoring guide, to assess foundation skill performance on a continuum—beginning, emerging, developing, and competent. See pages 9-17 for information on how to use the Foundation Skill/Competency Rubric.

Level Attainment Checklists

The level attainment checklists (pages 18-36) may be used to estimate and document skill attainment and movement through the six National Reporting System (NRS) adult education functioning levels. The checklists were developed by the Bureau of Adult Basic and Literacy Education in response to recent national reporting requirements. The checklists may also be used to measure and document skill attainment and growth for selected foundation skills—Reads with Understanding, Applies Math Operations, Concepts, and Reasoning, Speaks Clearly and Concisely, and Listens with Understanding.

The checklists may be used in situations when the use of a standardized assessment is not appropriate. For example, a customized foundation skill program for a specific employer may target one or more of the selected foundation skills that the checklists measure. The checklists may also be appropriate in ABLE and other classroom settings when a pre- and post-test comparison is not possible, such as when a participant leaves the program before a post test can be administered.

Instructions for Using the Foundation Skills Self-Appraisal

Step 1:
Have customer read each question and check the box that is most descriptive of their typical behavior.

Step 2:
Review the appraisal according to the following sections to determine workplace foundation skill areas of strength or weakness:

Lifelong Learning Skills	Questions 1-7
Basic Workplace Skills	Questions 8-16
Basic Employability Skills	Questions 17-22
Basic Workplace Knowledge	Questions 23-30

Step 3:
Communicate with the customer to develop a plan for strengthening foundation skills necessary for success in their particular situation.

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Worker Self Appraisal

FRAMEWORK FOR WORK-BASED FOUNDATION SKILLS

Instructions for Using the Worker Self Appraisal Form

Step 1:
Have workers read each question and check the box that is most descriptive of their typical behavior.

Step 2:
Review the appraisal according to the following sections to determine workplace foundation skill areas of strength or weakness:

Lifelong Learning Skills	Questions 1-7
Basic Workplace Skills	Questions 8-16
Basic Employability Skills	Questions 17-22
Basic Workplace Knowledge	Questions 23-30

Step 3:
Develop a plan with each worker for strengthening foundation skills necessary for success in their particular situation.

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The Pennsylvania State University
College of Education
102 Rackley Building
University Park, PA 814 863-3777

Worker Self Appraisal

Read the questions below and check the box that is most like you.	Almost never like me	Occasionally like me	Quite a bit like me	Almost always like me
1. I enjoy learning something new every day.				
2. I learn as much as I can when I begin a new project.				
3. I have set educational goals for professional development.				
4. I have used skills at work that I learned in life.				
5. I have used my work skills outside my work place.				
6. I am flexible when changes happen at work.				
7. I am willing to learn new skills when my work changes.				
8. I understand what I read.				
9. When my supervisor tells me how to do something, I understand and go do it.				
10. I can write clearly and others can understand it.				
11. When I talk with my supervisor, I am understood.				
12. I can do math including fractions, decimals and percentages.				
13. While I work, I pay attention to what is going on around me.				
14. I can use the computer with ease.				
15. I can use e-mail and the Internet.				
16. When I need something to do a job, I go find it.				
17. I have few conflicts with other people at work.				
18. I am on time for work.				
19. I release stress in healthy ways.				
20. I work well in a team.				
21. I solve problems at work.				
22. I make decisions at work.				
23. Safety is important to me at work and at home.				
24. I understand how this company operates.				
25. I know who to go to if I have a problem at work.				
26. The quality of my work is important to me.				
27. I understand how this company makes a profit.				
28. I understand the parts of my paycheck.				
29. I know what product or service this company provides.				
30. I know how I help provide that product or service.				

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Foundation Skills Self-Appraisal

Read the questions below and check the box that is most like you.	Almost never like me	Sometimes like me	Quite a bit like me	Almost always like me
1. I enjoy learning something new every day.				
2. I learn as much as I can when I begin a new project.				
3. I have set educational goals for professional development.				
4. I have used skills at work that I learned in life.				
5. I have used my work skills outside my work place.				
6. I am flexible when changes happen at work.				
7. I am willing to learn new skills when my work changes.				
8. I understand what I read.				
9. When my supervisor tells me how to do something, I understand and go do it.				
10. I can write clearly and others can understand it.				
11. When I talk with my supervisor, I am understood.				
12. I can do math including fractions, decimals and percentages.				
13. While I work, I pay attention to what is going on around me.				
14. I can use the computer with ease.				
15. I can use e-mail and the Internet.				
16. When I need something to do a job, I go find it.				
17. I have few conflicts with other people at work.				
18. I am on time for work.				
19. I release stress in healthy ways.				
20. I work well in a team.				
21. I solve problems at work.				
22. I make decisions at work.				
23. Safety is important to me at work and at home.				
24. I understand how this company operates.				
25. I know who to go to if I have a problem at work.				
26. The quality of my work is important to me.				
27. I understand how this company makes a profit.				
28. I understand the parts of my paycheck.				
29. I know what product or service this company provides.				
30. I know how I help develop or provide that product or service.				

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Assessment Grid	ABLE	AMES	BEST	CASAS ECS	CASAS LSS	GED Practice	SLEP	TABE	TABE-WRFS	TALS	Woodcock	Wonderlic	Work Keys	Workplace Success Skills
Basic Workplace Skills														
Reads with Understanding	♦	♦	♦	♦	♦		♦	♦	♦	♦	♦	♦	♦	♦
Listens with Understanding			♦	♦	♦		♦						♦	♦
Writes Clearly and Concisely			♦			♦							♦	
Speaks Clearly and Concisely			♦											
Applies Math Operations and Reasoning	♦	♦		♦	♦	♦		♦	♦	♦		♦	♦	
Uses Technology														
Locates and Uses Resources													♦	
Observes Critically													♦	
Basic Employability Skills														
Demonstrates Effective Interpersonal Skills														♦
Demonstrates Self-Management Strategies														♦
Works in Teams													♦	
Solves Problems													♦	
Makes Decisions														
Basic Workplace Knowledge														
Applies Health and Safety Concepts														
Understands Process and Product														
Demonstrates Quality Consciousness														
Works in Organizational Structure/Culture														
Understands Finances														
Lifelong Learning Skills														
Knows How to Learn														♦
Applies Skills in New Contexts														
Manages Change														

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Guide to Assessments

ABLE	Adult Basic Learning Examination (will be removed from ABLE approved assessments)	
AMES	Adult Measure of Essential Skills Steck-Vaughn PO Box 690789, Orlando FL 32819-0789	**www.steck-vaughn.com** **800-531-5015**
BEST ♦	Basic English Skills Test Center for Applied Linguistics 1118 22nd Street NW, Washington DC	**202-429-9292**
CASAS ♦	Comprehensive Adult Student Assessment System San Diego CA 92123-1104 Employability Competency System (ECS), Life Skills System (LSS), Workforce Learning System (WLS)	**www.casas.org** **800-255-2910**
SLEP ♦	Secondary Level English Proficiency Test Educational Testing Service	**www.toefl.org/sleporderform.html** **609-771-7243.**
TABE ♦	Tests of Adult Basic Education CTB McGraw Hill TABE-WRFS - Work-Related Foundation Skills TABE-WP - Work-Related Problem Solving	**www.ctb.com** **800-538-9547**
TALS	Test of Applied Literacy Skills Educational Testing Service	**www.ets.com** **800-551-1230**
Woodcock ♦	Woodcock Reading Mastery Test-Revised **http://138.86.6.82/pub2/~bardos/wrmttest.html**	
Wonderlic Basic Skills Test ♦	Western Psychological Services	**www.wpspublish.com/** **800-648-8857**
Work Keys	American College Testing 2201 North Dodge Street PO Box 168 Iowa City IA 52243	**800-workkey**
Workplace Success Skills (WSS) System (see others in series also)	Learning Resources Inc.	**www.learning-resources.com** **203-637-5047**

♦ Bureau of ABLE approved assessment instruments for ABLE programs

Suggested Assessments for Populations at Different Functional Levels

(Developed by the Bureau of ABLE)

Approximate Educational Functioning Level	Beginning ABE Literacy Beginning Basic Education	Low Intermediate Basic Education High Intermediate Basic Education	Low Adult Secondary Education High Adult Secondary Education	Beginning ESL Literacy Beginning ESL Low Intermediate ESL	High Intermediate ESL Low Advanced ESL High Advanced ESL
BEST				♦	
CASAS ECS	♦	♦	♦	♦	♦
CASAS ELS	♦	♦	♦	♦	♦
SLEP					♦
WOODCOCK	♦	♦			
TABE 7 & 8	♦	♦	♦		♦ (With caution)
ABLE	♦	♦	♦		♦ (With caution)
GED Practice			♦		♦ (With caution)
WONDERLIC		♦	♦		

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Guidelines for Using the Foundation Skill/Competency Rubric

FOUNDATION SKILL/COMPETENCY RUBRIC

Category:	Learner will correctly demonstrate skill:	When demonstrating use of the skill, learner will:
BEGINNING	Rarely 0-20% of time	✓ Have an 80-100% error rate* ✓ Need total guidance or support ✓ Miss most steps ✓ Be unaware of available resources ✓ Be unable to complete task in a reasonable amount of time ✓ Incorporate few of the competencies
EMERGING	Sometimes 21-50% of time	✓ Have a 50-79% error rate* ✓ Need some guidance ✓ Miss some steps ✓ Be aware of available resources but use them in a limited way ✓ Take longer than expected to complete the task ✓ Begin to incorporate some of the competencies
DEVELOPING	Often 51-80% of time	✓ Have a 20-49% error rate* ✓ Need limited guidance ✓ Locate and use most of the available resources ✓ Take a reasonable amount of time to complete the task ✓ Incorporate most of the competencies
COMPETENT	Consistently 81-100% of time	✓ Have a 0-19% error rate* ✓ Perform independently ✓ Locate and use all of the available resources ✓ Take expected amount to time to complete the task ✓ Incorporate all of the competencies

* Error rate includes accuracy and quality

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WHICH FOUNDATION SKILLS WILL YOU MEASURE AND DOCUMENT?

STEP 1

After conducting an organizational needs analysis to determine content of training, identify the foundation skills embedded in that content to target for instruction. You will use this information as you develop your instructional design and evaluation plan. Be sure your curriculum and assessments are grounded in these targeted foundation skills.

> **EXAMPLE:** *Suppose a construction firm is concerned about the waste and error rates of the lead carpenters. You determine that workers seem to be able to read the plans, but need to improve their precision measurement skills and also clearly communicate to co-workers their daily work accomplishments, both verbally and in writing.*

STEP 2

Prioritize foundation skills based on criticality. Most workplace tasks have several foundation skills embedded within them, but one or two are usually more important than the others.

> **EXAMPLE:**. *Precision measurement skills are critical in this situation, especially for reducing waste and lowering error rates. You might prioritize the project's foundation skills as such:*
> - *Applies math operations, concepts and reasoning*
> - *Speaks clearly and concisely*
> - *Writes clearly and concisely*
> - *Demonstrates quality consciousness*

STEP 3

Identify relevant competencies under each targeted foundation skill. The competencies guide instructional design and curriculum and assessment development.

> **EXAMPLE:**.
> *Applies math operations, concepts and reasoning:*
> - *Demonstrates computation skills*
> - *Measures accurately*
> - *Solves problems*

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Speaks clearly and concisely:

- *Demonstrates knowledge of effective speech concepts*
- *Uses explanatory language effectively to communicate information*

Writes clearly and concisely:

- *Demonstrates knowledge of basic writing concepts*
- *Demonstrates knowledge of effective writing in a variety of situations*

Demonstrates quality consciousness:

- *Shows concern for quality in one's work*

STEP 4

Write project objectives using foundation skill terminology. All skills targeted for instruction should have a corresponding objective.

EXAMPLE: *At the completion of the project, learners will be able to:*

✓ *Accurately measure cabinet dimensions and make precision cuts.*
✓ *Give a concise verbal summary listing daily accomplishments.*
✓ *Use questioning strategies to assure listener comprehension.*
✓ *Write complete, accurate, and descriptive job logs.*
✓ *Adjust work process when quality is compromised.*

STEP 5

Decide which foundation skill/s and corresponding competencies you will use to measure and document learner progress. Most often you will select the skill/s with the highest priority that you identified in step two. All participants should be assessed on the same skill/s and competencies.

EXAMPLE:

Applies math operations, concepts, and reasoning

- *Demonstrates computation skills*
- *Demonstrates measurement skills*
- *Solves problems*

STEP 6

Record the targeted skills and competencies on the "Foundation Skill/Competency Learner Achievement" Form." Make two copies for each participant (one for your file and one for student's folder).

EXAMPLE: *See sample form.*

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WHO WILL PARTICIPATE IN TRAINING?

STEP 1

Conduct an individual needs assessment to determine who needs to participate or will benefit from the training. Employers, training directors, human resource personnel or supervisors often make such decisions; however, you should have considerable input in making that determination based on the information you gather during individual needs assessment.

EXAMPLES OF FORMAL ASSESSMENTS

♦ *Standardized assessments are appropriate when they measure the skills you are training and the training is at least 20+ hours. They may also provide diagnostic information that helps you screen participants who are ready (have the prerequisite skills) to participate.*

EXAMPLES OF INFORMAL ASSESSMENTS

♦ *Customized, performance-based assessments are preferred because they measure what is actually taught in the training.*

♦ *Self-assessments provide information about workers' perceptions of their skills and need for training.*

♦ *Interviews or face-to-face meetings in which you ask workers to demonstrate how they use materials from the workplace are also useful screening methods.*

STEP 2

Keep individual results confidential, but share the aggregate results with the training team and finalize participant list and training plan.

HOW WILL YOU MEASURE AND DOCUMENT SKILL/COMPETENCY ACHIEVEMENT?

STEP 1

Decide when and how often you will document progress and achievement.

EXAMPLE: *If you have a six-week project with two hours of instruction, four days a week, you might decide to observe individuals solving a specific task three times—at the beginning, midway, and at the end of the project.*

STEP 2

You are assessing a person's ability to correctly perform those skills and competencies at the level needed on the job. Use the criteria on the "Foundation Skill/Competency Rubric" to guide you in judging the continuum of performance—beginning, emerging, developing, or competent.

EXAMPLE: *When first performing the measurement skills, John was not able to perform them independently—he needed total guidance. He was not able to complete the task and did not make use of available conversion charts.*

STEP 3

Record the observation dates in the appropriate box on the form.

	Beginning	Emerging	Developing	Competent	Gain
Applies Math Operations, Concepts and Reasoning					
Demonstrates computation skills		4/1	4/30	5/20	
Measures accurately	4/1	4/30	5/20		
Applies computation skills to solve problems	4/1		4/30	5/20	
Applies measurement skills to solve problems	4/1	4/30 5/20			
				Average Gain	

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STEP 4

At the end of the project, calculate the difference between the first and last observation rating for each skill and competency.

EXAMPLE:. *For "Demonstrates computation skills", John moved from emerging to competent, for a gain of two. The arrows illustrate these gains.*

	Beginning	Emerging	Developing	Competent	Gain
Applies Math Operations, Concepts and Reasoning					
Demonstrates computation skills		4/1	4/30	5/20	2
Measures accurately	4/1	4/30	5/20		2
Applies computation skills to solve problems	4/1		4/30	5/20	3
Applies measurement skills to solve problems	4/1	4/30 5/20			1
				Average Gain	

STEP 5

Average the gain scores and record the average in the box.

EXAMPLE:.*John had a total of 8 (2+2+3+1) gain scores divided by 4 competencies, for an average gain of two. The arrow illustrates where you will record the average gain score.*

	Beginning	Emerging	Developing	Competent	Gain
Applies Math Operations, Concepts and Reasoning					
Demonstrates computation skills		4/1	4/30	5/20	2
Measures accurately	4/1	4/30	5/20		2
Applies computation skills to solve problems	4/1		4/30	5/20	3
Applies measurement skills to solve problems	4/1	4/30 5/20			1
				Average Gain	2

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STEP SIX

Attach a copy of each learner's completed form with your PA WIN final report.

FOUNDATION SKILL/COMPETENCY LEARNER ACHIEVEMENT FORM (SAMPLE)

Last name Smith First name John Social security number 123-44-5677

Total # hours of training 20 Total # hours of learner's participation 16

Write the targeted foundation skills and competencies in the boxes below. Record the dates when observations are made in the appropriate boxes on the right. Use the "Foundation Skill/Competency Rubric" as a guide in making that judgment. Calculate the difference between the first and last rating and record in last column. Calculate average gain and record in box.

	Beginning	Emerging	Developing	Competent	Gain
Applies Math Operations, Concepts and Reasoning					
Demonstrates computation skills		4/1	4/30	5/20	2
Measures accurately	4/1	4/30	5/20		2
Applies computation skills to solve problems	4/1		4/30	5/20	3
Applies measurement skills to solve problems	4/1	4/30 5/20			1
				Average Gain	2

				Average Gain	

Comments:

John missed two critical measurement classes near the end of the project; these absences most likely affected his performance on "applies measurement skills to solve problems."

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FOUNDATION SKILL/COMPETENCY LEARNER ACHIEVEMENT FORM

Last name_____ First name_____ Social security number_____

Total # hours of training_____ Total # hours of learner's participation _____

Write the targeted foundation skills and competencies in the boxes below. Record the dates when observations are made in the appropriate boxes on the right. Use the "Foundation Skill/Competency Rubric" as a guide in making that judgment. Calculate the difference between the first and last rating and record in last column. Calculate average gain and record in box.

	Beginning	Emerging	Developing	Competent	Gain
(SKILL)					
(COMPETENCY)					
				Average Gain	

				Average Gain	

Comments:

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Instructions for Using Level Attainment Checklists

(Developed by Dr. Lori Forlizzi for the Bureau of ABLE
and adapted with their permission for this project)

- As you work with a learner, collect samples of evidence that clearly indicate attainment of competencies at a level (e.g., homework assignments, informal assessments, teacher records, etc.).

- Samples of evidence should document instances in which the learner was working unassisted by instructors, tutors, or other learners. Each sample of evidence should be clear enough that independent raters would agree that it documents attainment of the competency.

- When evidence is collected that documents a competency, check the competency (mark it as attained) and attach the supporting evidence to the page. Keep the checklist and supporting evidence on file.

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Applies Math Operations, Concepts & Reasoning

Student Name: _____

Student Number: _____

Program Year: ___ - ___

For estimated completion of the **Beginning ABE Literacy Level**, the learner will demonstrate eight of the following ten competencies:

___ Can count from 1 to 100

___ Can associate numbers with quantities

___ Can read whole numbers between 0 and 100

___ Can write whole numbers between 0 and 100

___ Can correctly order whole numbers between 0 and 100

___ Can add and subtract one digit numbers

___ Can recognize (by naming) the dollar and cent symbols

___ Can recognize (by naming) simple polygons (e.g., square, rectangle, triangle)

___ Can recognize (by naming) simple geometric shapes (e.g., sphere, cone, cube)

___ Can read an analog clock face (i.e., tell time)

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Applies Math Operations, Concepts & Reasoning

Student Name: _____

Student Number: _____

Program Year: ___ - ___

For estimated completion of the **Beginning Basic Education Level**, the learner will demonstrate eight of the following ten competencies:

___ Can correctly order whole numbers above 100 in sequence

___ Can read whole numbers greater than 100

___ Can write whole numbers greater than 100

___ Can interpret analog clock time (i.e., do calculations on a clock face)

___ Can locate dates on a calendar in response to a prompt

___ Can do simple measurements with a ruler, yardstick, or tape measure

___ Can add and subtract whole numbers up to 500

___ Can multiply and divide single digit numbers

___ Can identify simple fractions (e.g., halves, thirds, fourths, eighths, sixteenths)

___ Can count coins and currency

Applies Math Operations, Concepts & Reasoning

Student Name: _____

Student Number: _____

Program Year: ___ - ___

For estimated completion of the **Low Intermediate Basic Education Level**, the learner will demonstrate eight of the following ten competencies:

___ Can add whole numbers above 500

___ Can subtract whole numbers above 500

___ Can multiply whole numbers

___ Can divide whole numbers

___ Can explain the rule for a simple number pattern

___ Can convert coins and currency

___ Can use coins and currency (e.g., pays with appropriate amount and gives correct change)

___ Can add and subtract decimals

___ Can add and subtract fractions

___ Can interpret simple charts, graphs, and tables

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Applies Math Operations, Concepts & Reasoning

Student Name: _____

Student Number: _____

Program Year: ___ - ___

For estimated completion of the **High Intermediate Basic Education Level**, the learner will demonstrate eight of the following ten competencies:

___ Can add integers

___ Can subtract integers

___ Can multiply integers

___ Can divide integers

___ Can multiply decimals

___ Can divide decimals

___ Can multiply fractions

___ Can divide fractions

___ Can calculate percents

___ Can convert decimals to fractions and fractions to decimals

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Applies Math Operations, Concepts & Reasoning

Student Name: _____

Student Number: _____

Program Year: ___ - ___

For estimated completion of the **Low Secondary Adult Level**, the learner will demonstrate eight of the following ten competencies:

___ Can perform calculations using hours and minutes

___ Can calculate percents

___ Can interpret a fairly complex graph, chart, or table

___ Can select an algebraic equation that defines a situation

___ Can solve a simple algebraic equation

___ Can, given a simple algebraic equation, find an equivalent algebraic equation

___ Can identify complex plane figures (e.g., pentagon, hexagon, rhombus, trapezoid)

___ Can perform a single math operation on whole numbers in the context of a word problem

___ Can produce a number sequence based on a rule

___ Can perform a calculation on a fairly complex graph, chart, or table

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Applies Math Operations, Concepts & Reasoning

Student Name: _____

Student Number: _____

Program Year: ___ - ___

For estimated completion of the **High Secondary Adult Level**, the learner will demonstrate eight of the following ten competencies:

___ Can combine information from two or more graphs, charts, or tables to answer a question

___ Can combine information from two or more graphs, charts, or tables and perform a calculation to answer a question

___ Can perform multiple operations on whole numbers in the context of a word problem

___ Can express numbers using scientific notation

___ Given a triangle with value of one angle (in degrees) identified, can calculate the degrees of the remaining two angles

___ Can perform a single math operation using decimals or fractions in the context of a word problem

___ Can perform a single math operation using integers in the context of a word problem

___ Can perform multiple math operations using decimals, fractions, or integers in the context of a word problem

___ Can do calculations involving ratio and proportion

___ Can do calculations expressed in scientific notation

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Reads with Understanding

Student Name: _____

Student Number: _____

Program Year: ___ - ___

For estimated completion of the **Beginning ABE Literacy Level**, the learner will demonstrate eight of the following ten competencies:

____ Matches letters

____ Recognizes letters

____ Matches simple words

____ Recognizes simple words

____ Knows basic sound/symbol correspondences

____ Identifies a Social Security number

____ Identifies a signature

____ Recognizes simple, familiar signs and symbols (e.g., exit, handicapped, danger)

____ Reads a simple map or a calendar

____ Reads simple phrases or sentences when accompanied by pictures

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Reads with Understanding

Student Name: _____

Student Number: _____

Program Year: ___ - ___

For estimated completion of the **Beginning Basic Education Level**, the learner will demonstrate eight of the following ten competencies:

____ Comprehends simple pictorial texts

____ Comprehends simple phrases or sentences containing familiar vocabulary

____ Comprehends simple (five sentence or less) paragraphs on familiar topics

____ Locates information in simple documents, such as pay stubs or pay checks

____ Reads simple forms requesting familiar information, such as job application forms or medical history forms

____ Reads simple procedures in a manual

____ Reads and interprets the information on an envelope (mailing address, return address)

____ Reads a price label

____ Reads a simple part label

____ Reads less familiar signs and symbols (first aid, stairway, fire escape route)

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Reads with Understanding

Student Name: _____

Student Number: _____

Program Year: ___ - ___

For estimated completion of the **Low Intermediate Basic Education Level**, the learner will demonstrate eight of the following ten competencies:

____ Reads a product label used in the workplace

____ Reads a simple memo

____ Reads a simple work order

____ Reads and locates information in a telephone directory

____ Reads and can recap a simple work event

____ Reads and comprehends simple written directions or instructions

____ Reads and can answer literal questions about a service protocol or product specification

____ Selects or states a short summary statement or main idea for a short, familiar text

____ Distinguishes fact from opinion in a short expository article on a work-related topic

____ Makes inferences when reading conflicting information in incident reports

Reads with Understanding

Student Name: _____

Student Number: _____

Program Year: ___ - ___

For estimated completion of the **High Intermediate Basic Education Level**, the learner will demonstrate eight of the following ten competencies:

____ Reads a short paragraph on a familiar topic and answers questions that require inferencing

____ Makes inferences when reading simple documents, such as pay stubs or pay checks

____ Makes inferences when reading a letter

____ Makes inferences when reading directions in a list

____ Reads and can recap a work log entry

____ Reads and can state a summary or main idea for a short on an unfamiliar topic

____ Identifies the meaning of vocabulary words in context in a lengthy text

____ Locates information in work-related text on new or an unfamiliar topic

____ Distinguishes fact from opinion in a short expository article on an unfamiliar topic

____ Reads more complex, less familiar forms requesting familiar information, such as insurance claim forms

Reads with Understanding

Student Name: _____

Student Number: _____

Program Year: ___ - ___

For estimated completion of the **Low Secondary Adult Education Level**, the learner will demonstrate eight of the following ten competencies:

____ Reads and comprehends complex, multi-step directions or instructions

____ Reads and can recap a moderately complex technical information

____ Locates information in a moderately complex and lengthy text

____ Answers questions requiring inferencing based on moderately complex and lengthy text

____ Reads moderately complex text and can select or state a summary statement or main idea

____ Identifies the meaning of vocabulary words in a moderately complex list

____ Locates information in moderately complex text

____ Answers questions requiring inferencing based on moderately complex text

____ Distinguishes fact from opinion in a moderately complex expository text

____ Identifies the meaning of vocabulary words in moderately complex text

Reads with Understanding

Student Name: _____

Student Number: _____

Program Year: ___ - ___

For estimated completion of the **High Secondary Adult Education Level**, the learner will demonstrate eight of the following ten competencies:

____ Combines information from two excerpts in moderately complex text and draws a conclusion or makes an inference

____ Reads and can orally summarize complex health information (eye wash station)

____ Combines information from graphs, charts, or tables and draws conclusions or makes an inference

____ Reads and comprehends a complex technical manual

____ Reads and comprehends complex written work procedures

____ Reads and comprehends lengthy employee manuals

____ Reads and comprehends complex benefits package

____ Reads and comprehends income tax or other financial forms

____ Summarizes an excerpt from moderately complex text

____ Interprets a passage from moderately complex production report

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ESL Speaking and Listening

Student Name: _____

Student Number: _____

Program Year: ___ - ___

For estimated completion of the **Beginning ESL Literacy Level**, the learner will demonstrate eight of the following ten competencies:

____ Can appropriately use simple greetings (hello, goodbye)

____ Can understand frequently used words in context

____ Can understand simple questions about work

____ Can respond to questions about personal information (name, address, phone #)

____ Can communicate using a single-word vocabulary (tools, job, where) in the context of everyday work situations

____Can understand simple phrases spoken slowly and repeated

____ Can appropriately produce frequently used social phrases ("thank you very much," "see you tomorrow," and "have a nice day")

____ Can produce one- or two-word questions ("what?," "where?," and "how much?")

____ Can respond to simple commands spoken slowly and repeated ("Walk to the parts department.")

____ Can use simple learned phrases to meet survival needs ("Where is the _____?")

ESL Speaking and Listening

Student Name: _____

Student Number: _____

Program Year: ___ - ___

For estimated completion of the **Beginning ESL Level**, the learner will demonstrate eight of the following ten competencies:

____ Can understand a variety of simple phrases

____ Can ask questions using phrases

____ Can respond to questions using phrases

____ Can express basic survival needs

____ Can produce personnel information with little prompting ("Tell me about yourself.")

____ Can respond to simple familiar requests ("Can I help you?" or "What piece do you need?")

____ Can ask for clarification ("What does that mean?" or "Please repeat that")

____ Can respond to simple commands ("Please take this to the office.")

____ Can give simple directions ("Put the product in the bag.")

____ Can participate in simple conversations on familiar topics (food, family, weather)

ESL Speaking and Listening

Student Name: _____

Student Number: _____

Program Year: ___ - ___

For estimated completion of the **Low Intermediate ESL Level**, the learner will demonstrate eight of the following ten competencies:

____ Can introduce self and others

____ Can participate in extended conversations about familiar topics

____ Can demonstrate appropriate communication in a 911 emergency

____ Can participate in simple conversations related to work contexts (calling in sick, asking for assistance, relaying information)

____ Can participate in simple conversations related to health and safety (ask for help)

____ Can participate in simple, familiar conversations related to life skills contexts (finding an apartment, paying bills, getting around in an unfamiliar place)

____ Can retell a work event

____ Can give a short oral report about a situation (end of shift, accident report)

____ Can understand and respond to the urgency of a message

____ Can determine the meaning of new, concrete work-related vocabulary

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ESL Speaking and Listening

Student Name: _____

Student Number: _____

Program Year: ___ - ___

For estimated completion of the **High Intermediate ESL Level**, the learner will demonstrate eight of the following ten competencies:

____ Can participate comfortably in less familiar (speaking to a new co-worker)

____ Can participate in moderately complex conversations related to work contexts (asking for a change in working conditions, asking for a pay raise) but with some hesitation

____ Can participate in moderately complex conversations related to health contexts (dealing with an insurance provider) but with some hesitation

____ Can effectively ask for clarification in the course of conversation

____ Can adequately paraphrase or summarize conversation

____ Can determine the meaning of relatively advanced concrete work-related vocabulary

____ Can determine the meaning of abstract vocabulary in context

____ Can use intonation appropriately in conversation

____ Can express emotion appropriately in conversation

____ Can respond to emotion appropriately in conversation

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ESL Speaking and Listening

Student Name: _____

Student Number: _____

Program Year: ___ - ___

For estimated completion of the **Low Advanced ESL Level**, the learner will demonstrate eight of the following ten competencies:

____ Can participate comfortably in moderately complex conversations related to work contexts (ask for a change in working conditions, ask for a pay raise)

____ Can summarize simple information presented orally

____ Can participate in a conversation on an unfamiliar topic, but with some hesitation

____ When asked, can clarify meaning of own spoken language

____ Can appropriately respond to audience needs in conversation (slowing down, repeating points, providing further explanation)

____ Can comprehend and respond to intercom commands

____ Can comfortably speak impromptu on a relatively familiar topic

____ Can give a planned report on a relatively familiar topic

____ Can participate in simple technical conversations, but with some hesitation and unevenness

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ESL Speaking and Listening

Student Name: _____

Student Number: _____

Program Year: ___ - ___

For estimated completion of the **High Advanced ESL Level**, the learner will demonstrate eight of the following ten competencies:

____ Can use effective listening skills to comprehend informal discussions (as demonstrated through a written or verbal summary)

____ Can use effective listening skills to comprehend (as demonstrated through a written or verbal summary) formal presentations

____ Can participate comfortably in a conversation on an unfamiliar topic

____ Can use speaking and listening skills to appropriately extend conversation

____ Can recognize and understand American English language idioms

____ Can appropriately use American English language idioms

____ Can give a planned oral report on an unfamiliar topic

____ Can take a position on an issue and adequately argue the position

____ Can participate comfortably in relatively advanced academic conversations

____ Can participate comfortably in relatively advanced technical conversations

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Section 7
Using the Foundation Skills Framework for Program Development

Using the Foundation Skills Framework for Program Development

Purpose

New advances in technology and workplace organization have redefined the nature and level of the essential skills and knowledge workers need to function effectively and safely in the modern workplace. At the same time, new information from research and practice in adult education and workplace learning has important implications for workplace education and training providers. Providers must continuously upgrade their own skills and learn new "best practices" to meet the increasingly higher level of work-based foundation skills needs of the workforce. The foundation skills tools may be used to assist *CareerLink* partners in understanding the new foundation skills needs of workers in the 21st century workplace.

Establish Common Understanding with Staff and Community Partners

The foundation skills models may be used to introduce program staff and community partners to the common language and conceptual underpinnings of the work-based foundation skills framework. As mentioned throughout this resource guide, today's work-based foundation skills are more than basic reading, writing, and math. Workers need sophisticated communication and interpersonal skills. They need to comfortably use new technologies. After program staff and community partners become familiar with the foundation skills and terminology, other information and resources in the guide may be gradually introduced and explored.

Working with Employers

The questions on the following pages were developed to help providers work with employers to determine a company's foundation skills needs. Interviewees may include management, organized labor, workers, trainers or human resource personnel. The introductory questions provide the interviewees' perspective of their foundation skills needs. The next four sections address the four components of the model and provide information about specific needs in each component.

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Employer Questions to Determine Specific Foundation Skills Needs

INTRODUCTORY QUESTIONS

Name of Company:

Individual(s) interviewed:

Type of service or product produced:

Which workers are you thinking about training?

Titles of Workers	Number of Workers

What would you like these workers do differently after the training?

How will you be able to tell if they are performing differently?

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BASIC WORKPLACE SKILLS

How well are these workers able to locate and use the resources required to do their work?

Do these workers need to use technology / computers to do their jobs?

- If yes, what kind and how?

Is reading required in their work?

- If yes, what do they have to read?
- What issues occur because of low level reading abilities?

Is writing required in their work?

- If yes, what do these workers have to write?
- What issues occur because of low level writing abilities?

Is clear speech and communication required in their work?

- If yes, how do these workers need to speak clearly or communicate?
- What issues occur because of an inability to communicate clearly?

Is listening required in their work?

- If yes, what do these workers need to listen for?
- What issues occur because of a failure to listen?

Is critical observation required in their work?

- If yes, what do these workers need to observe critically?
- What issues occur because they do not critically observe?

Do these workers need to apply math skills in their work?

- If yes, what kind of math must they be proficient in (addition, multiplication, division, fractions, decimals, percents, measurement)?
- What issues occur because of an inability to correctly apply math in their work?

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BASIC EMPLOYABILITY SKILLS

Is it important for these workers to demonstrate effective interpersonal relations in their work?

- If yes, What issues occur because they do not demonstrate effective interpersonal relations in their work?

Is it important for these workers to demonstrate an ability to manage their time and activity at work?

- If yes, what issues occur because they do not demonstrate an ability to manage their time and activity at work?

Do these workers work in a team environment?

- If yes, what issues that occur because they are not able to work effectively in a team environment?

Is it important for these workers to be able to do problem solving in their work?

- If yes, what issues occur because of an inability to perform problem solving in their work?

Is it important for these workers to make decisions in their work?

- If yes, what issues occur because these workers display difficulty in making decisions in their work?

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BASIC WORKPLACE KNOWLEDGE

What health and safety concepts do these workers need to apply in their work?

- If yes, what issues occur because of difficulty in applying health and safety concepts?

Do these workers need to understand the process and product of your business?

- If yes, what issues occur because of a lack of understanding of process and product?

Is it important for these workers to demonstrate quality consciousness?

- If yes, what issues occur because of a lack of quality consciousness?

Is it important for these employees to understand basic financial concepts of your business?

- If yes, what issues occur because of a lack of understanding of these basic financial concepts?

Is it important for these employees to be able to work within your organizational structure and culture?

- If yes, what issues occur because of an inability to work within your structure and culture?

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LIFELONG LEARNING SKILLS

Is it important for these workers to be able to set educational goals and seek opportunities to update skills?

- If yes, why is it important?

Is it important for these workers to be able to identify learning strengths and weaknesses?

- If yes, explain.

Is it important for these workers to make the connection between their education/training and employment?

- If yes, how so?

Is the need for training based on a change in the work environment?

- If yes, describe.

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Section 8
Resources

Job Profiling Resources

CASAS WORKFORCE LEARNING SYSTEMS (WLS)
http://www.casas.org/

DEVELOPING A CURRICULUM (DACUM)
www.dacum.com/ohio

O*NET
www.doleta.gov/programs/onet

WORK KEYS
www.act.org/workkeys

Competencies, Skills, and Rubrics Resources

ALEX COMPETENCIES SEARCH
www.alx.org/tott/tott_search_comp.asp

FLORIDA'S ABLE SKILLS COMPETENCIES
www.firn.edu/doe/bin00051/adult_ck.htm

JOBS FOR THE FUTURE
www.jff.org

MID-CONTINENT RESEARCH FOR EDUCATION AND LEARNING (MCREL)
www.mcrel.org/standards-benchmarks/

NATIONAL INSTITUTE FOR LITERACY
www.nifl.gov

O*NET
www.doleta.gov/programs/onet/

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National Voluntary Skill Standards for Agricultural Biotechnology Technician
National Voluntary Skill Standards for Hazmat Management Technology
Retail Sales Skill Standards
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Useful PA Web Sites

FOUNDATION SKILLS FRAMEWORK
http://www.ed.psu.edu/foundationskills
Under development; will provide downloadable versions of framework information and products as well as relevant links.

PA BUREAU OF ADULT BASIC AND LITERACY EDUCATION
http://www.able.state.pa.us
Pennsylvania's Bureau of Adult Basic and Literacy Education's main site; it provides information about ABLE, GED testing, a directory of PA programs, information on the EQUAL, PA's continuous improvement, funding for PA programs, professional development, publications and links to other relevant web sites.

PA LABOR MARKET INFORMATION
http://www.lmi.state.pa.us/
Provides information on current employment data and a list of publications available for download in PDF format, including *Local Area Labor Force and Current Employment*, *PA Labor Force*, *Workforce 2005*, *Pennsylvania Career Guide*, and *Job Guide*.

PA WIN
www.ed.psu.edu/pawin
The Pennsylvania Workforce Improvement Network (PA WIN) supports the development and expansion of customized foundation skills instruction ABLE providers offer to PA's workforce. Site includes applications for PA WIN affiliation and program developer applications.

PA WORKFORCE INVESTMENT ACT IMPLEMENTATION SITE
http://www.paworkforce.state.pa.us/
Information on WIA implementation for the state of PA. This web site includes a statement from Governor Tom Ridge regarding the new legislation. In addition, it provides links to WIA partners, maps of PA, a reading room and links to other WIA sites.

TEAM PENNSYLVANIA *CAREER LINK*
http://www.pacareerlink.state.pa.us/
This page is the one stop on-line resource for job seekers, employer services, social services and training.; it provides job seekers with a list of available employment throughout Pennsylvania. Allows employers to post available job openings and look for candidates.

Useful National Web Sites

ADULT BASIC EDUCATION ONLINE- MINNESOTA
http://www.abeonline.net/
This site provides online courses, news and information, articles and research, links to other pages, as well as "the exchange" where educators and students can exchange ideas, lessons and support. A high quality online course to assist students with job seeking is located at **www.abeonline.net/hireme/index.htm**.

AMERICA'S JOB BANK
http://www.ajb.dni.us/
The America's Job Bank computerized network links state Employment Service offices to provide job seekers with the largest pool of active job opportunities.

AMERICA'S LEARNING EXCHANGE
http://www.alx.org/
America's Learning eXchange (ALX) connects users to career development, training and education, and employment resources important to remain competitive in today's workforce. ALX is one of four complementary, Web-based services offered free to the public by the U.S. Department of Labor through America's Career Kit.

CAREER INFONET RESOURCE LIBRARY
http://www.acinet.org/acinet/resource/
This site links you to other resources you can use to find ideas and answers. Information is grouped into four main areas: Occupational Information, Job Search Aids, Job and Resume Banks, and Relocation Information.

CASAS - THE COMPREHENSIVE ADULT STUDENT ASSESSMENT SYSTEM
http://www.casas.org/
The Comprehensive Adult Student Assessment System (CASAS) is a non-profit organization that provides competency-based curriculum management, assessment and evaluation systems to education and training programs. These systems are learner-centered and designed to meet the needs of today's multi-cultural society.

CENTER FOR OCCUPATIONAL RESEARCH AND DEVELOPMENT - CORD
http://www.cord.org
The Center for Occupational Research and Development (CORD) is a nonprofit public-service organization, dedicated to providing educational leadership in developing a more productive, competitive workforce. Links to hot topics, articles, and technology related information.

COUNCIL ON ADULT EXPERIENTIAL LEARNING (CAEL)
http://www.cael.org
CAEL is a national nonprofit organization whose mission is to make the benefits of learning accessible to adults throughout their lives. CAEL has launched a project to assist colleges and universities to better meet the needs of the growing number of adults returning to learning and the expanding numbers of employers who seek academic programs for their employees. Through collaboration with educational institutions, industry, government, and labor, CAEL promotes learning as a tool to empower people and organizations.

DEVELOPING A CURRICULUM (DACUM)
www.dacum.com/ohio
Attention: Dr. Robert Norton
Center on Education and Training for Employment

EASTERN LINCS
http://hub1.worlded.org/
EASTERN LINCS is part of a cooperative electronic information retrieval and communication network of the National Institute for Literacy. It provides a wide variety of teacher-produced materials, including lesson plans, technology planning resources, and real-life stories on using the Internet in the classroom. See the Workplace Interviews link in which ESOL learners interviewed people in various careers.

EMPLOYMENT TRAINING INSTITUTE
http://www.workplace-eti.com/
The Employment Training Institute is a division of the San Diego Community College Auxiliary Organization. They offer computer based training/web based training, workplace basic skills training, public workshop, seminars and online courses and customized training. Site provides samples from the Teaching Basic Skills in Workplace modules, including Roles of the Workplace Instructor and Workplace Needs Assessment. The focus is on how workplace instruction is different from traditional instruction.

ERIC CLEARINGHOUSE ON ADULT, CAREER AND VOCATIONAL EDUCATION
http://ericacve.org/pubs/index.html
ERIC/ACVE provides comprehensive information services in these areas: Adult and Continuing Education, Career education (childhood through adult), Vocational and technical education including employment and training. See especially ERIC Digests, Practice Application Briefs, Myths and Realities, and Trends and Issues Alerts.

ERIC CLEARINGHOUSE ON ASSESSMENT AND EVALUATION
http://ericae.net
Provides information concerning educational assessment, evaluation and research methodology, resources to encourage the responsible use of educational data, and assessment and evaluation resources, including an assessment library of over 350 books.

ESL LINC- CANADA
http://sppro.ocdsb.edu.on.ca/orlac/
ESL Computer Resources
This web site is a searchable, online database of software, web sites and other materials, which are available to assist in the learning of English as a Second Language as well as individuals in adult basic education programs. These products have been reviewed, and benchmarked according to the Canadian Language Benchmarks.

FAMILIES AND WORK INSTITUTE
http://www.familiesandwork.org/
Families and Work Institute is a non-profit organization that addresses the changing nature of work and family life. They are committed to finding research-based strategies that foster mutually supportive connections among workplaces, families, and communities. They strive to: identify emerging work-life issues, benchmark solutions to work-life problems across all sectors of society, evaluate the impact of solutions on employees, their families, their communities, and on the productivity of employers.

LEARNING RESOURCES, INC. (LRI)
http://www.learning-resources.com/home8.htm
LRI is an experienced provider of industry-validated assessment programs, learning curricula for workers and adult students and support for economic development and the establishment of skill standards. More than one million people have been evaluated by this system.

LITERACY LINK
http://www.pbs.org/adultlearning/literacy/
This site is a combined effort of PBS, National Center on Adult Literacy, Kentucky Net, University of Pennsylvania, and the Kentucky Department of Education. This site provides two types of service. The first is for the learner. At this site, a learner can access a program that would assist them in attaining their GED or Workplace Essential Skills. The second is for the literacy instructor. This site provides instructors with professional development opportunities that they can receive college credit for. This site is very user friendly and supportive.

MIDWEST LINCS
http://www.abeonline.net/hireme/index.htm
The What's Cool page has been updated with a new link to *Minnesota's Hire Me Guide*—a great new instructional resource.

NATIONAL ALLIANCE OF BUSINESS
http://www.nab.com
National, nonprofit and business-led organization focused on:
1) Increasing the academic achievement of all students through the creation and use of academic standards, assessments and accountability in every state.
2) Strengthening the link between education and the workplace by working with the business and education communities to increase the number and quality of contextual learning opportunities/
3. Improving the competitiveness of the workforce through training and life-long learning.

NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
http://ncrve.berkeley.edu
NCRVE is the nation's largest center for research and development in work-related education. NCRVE has played a key role in developing a new concept of vocational education as the Center works towards fulfilling its mission to strengthen education to prepare all individuals for lasting and rewarding employment, and lifelong learning.

NATIONAL REPORTING SYSTEM FOR ADULT EDUCATION
http://www.air-dc.org/nrs
The National Reporting System for Adult Education (NRS) is an outcome-based reporting system for the state-administered, federally funded adult education program. . Developed with the support of the U.S. Department of Education's Division of Adult Education and Literacy (DAEL), the NRS continues a cooperative process by state adult education directors and DAEL to identify appropriate learner outcomes for adult education. This site provides information on NRS activities, technical assistance, software, publications, board of directors, contacts, and links.

NATIONAL SCHOOL TO WORK LEARNING CENTER
http://www.stw.ed.gov/ht/lc.htm
This site provides information on school to work, state programs, resources, communication, grants, evaluation, providers, a discussion board, and links to other pages. The list of Internet resources is impressive, in particular, http://www.stw.ed.gov/Database/Subject2.cfm?RECNO=4367 will bring you directly to a resource called "Using Labor Market Information- The Virtual LMI Tool Kit, 1997.

NATIONAL SKILLS STANDARDS BOARD
http://www.nssb.org/
The mission of the National Skill Standards Board is to encourage the creation and adoption of a national system of skill standards, which will enhance the ability of the United States to compete effectively in a global economy. These voluntary skill standards will be developed by industry in full partnership with education, labor, and community stakeholders, and will be flexible, portable, and continuously updated and improved.

NATIONAL WORKFORCE ASSISTANCE COLLABORATIVE (NWAC)
http://www.ed.psu.edu/nwac/
NAACO's mission is to help small and mid-sized businesses adopt high performance work practices, become more competitive, and ultimately, to create and retain high-skill, high-wage jobs for American workers. In addition, NWAC was set up to strengthen service and information providers so they can better meet the needs of these businesses in four key areas: workplace literacy, employee training, work restructuring, and labor-management relations. Includes a repository of information for service providers in various settings, such as community colleges, adult basic and community education programs, manufacturing extension programs and centers, and workplace literacy providers.

OFFICE OF VOCATIONAL AND ADULT EDUCATION (OVAE)
http://www.ed.gov/offices/OVAE/
The Office of Vocational and Adult Education (OVAE) supports a wide range of programs and activities that help young people and adults obtain the knowledge and skills they need for successful careers and productive lives. On this site, you will find useful information about: programs, grants, and events related to adult education and vocational education; school-to-work; high school reform; community colleges; correctional education; tribal colleges and universities; community technology centers; and empowerment zones and enterprise communities.

O*NET - THE OCCUPATIONAL INFORMATION NETWORK
http://www.doleta.gov/programs/onet
O*NET, the Occupational Information Network, is a comprehensive database system for collecting, organizing, describing and disseminating data on job characteristics and worker attributes. O*NET provides a new conceptual framework that reflects the advanced technologies, adaptable workplace structures and wide-ranging skills required by today's changing workplace.

SCANS/2000
http://scans.jhu.edu/
The SCANS 2000 Center is comprised of an interdisciplinary research group at the Johns Hopkins University Institute for Policy Studies (IPS). The staff of SCANS 2000 is working on projects related to creating a Career Transcript System. The components of this system include school-to-work, welfare-to-work, and education reform. The central theme in all their work is creating a workforce development system that properly prepares workers to compete in the international economy of the 21st century.

SKILLSNET
http://www.skillsnet.org/
The goal of this site is to bring cutting-edge research on skills identification and workforce skills development to the workplace, with a focus on initial research and development followed by an equally strong focus on application. See especially the "Test Drive" link to Option 1) Schedule an online walkthrough with one of our trained skill analyst who explains the applications and highlight best practices and Option 2) Review sample application screens (requires registration).

SOUTHERN LINCS
http://worklink.coe.utk.edu/
An excellent web-based resource for workforce education. Includes links to learning lab activities such as "Tactics that Encourage Active Learning", "Helping Students Assess their Thinking", "Working as a Team" and others. See also the Workforce Education Special Collection.

U.S. DEPT. OF LABOR: TRAINING TECHNOLOGY RESOURCE CENTER (TTRC)
http://www.ttrc.doleta.gov./
The TTRC delivers high quality, easily accessible employment and training services and is flexible enough to respond to changing conditions. The Torch's mission is to serve as an electronic access point to a wide range of workforce development information and to enable information sharing throughout the Employment and Training Community.

WORK IN AMERICA INSTITUTE
www.workinamerica.org
Work In America Institute's mission is to advance productivity and the quality of working life through the principles of sound human resource practices which are applicable in all industries. The Institute promotes best HR policies and practices that address personnel development, employee security, life-long learning, training in basic and technical skills, and employee involvement.

Glossary of Workplace Education Terms

(FS indicates Foundation Skills or Knowledge Component)

Accessibility – extent to which a program or services can be reached by those who want or need them

Applies Health and Safety Concepts (FS) – Basic knowledge of work-related health and safety procedures and systems; includes skills and knowledge to understand and respond appropriately to health and safety procedures

Applies Math Operations, Concepts, and Reasoning (FS) – Skills needed to understand, interpret, and manipulate mathematical functions and concepts to complete work tasks and solve work-related math problems

Applies Skills and Knowledge in New Contexts (FS) – Skills and knowledge to understand the transfer of skills from one context to another; includes self-assessment of one's transfer skills

Assessment - collecting and analyzing information to make judgments about the learning progress of individuals or groups; techniques, devices, or instruments used to collect evidence, ranging from formal and standardized (such as TABE) to criterion referenced (CRTs) to alternative (portfolios) to informal (observation checklists)

Baseline Information – information that is collected before a program begins to provide a basis for planning, implementation, and evaluation

Basic Employability Skills – cognitive, personal, and interpersonal skills needed to interact appropriately within the workplace as well as advance to new positions and responsibilities

Basic Workplace Knowledge – core knowledge about the nature of work and the workplace organization, such as health and safety procedures, the process of product, and an understanding of the workplace culture

Basic Workplace Skills – applied academic skills, including the traditional basic skills (e.g., reading, writing, listening, math) as well as those that are essential in today's workplaces, such as using technology and resources

Benchmarking – continuous, systematic process for evaluating products, services, or work processes of programs or organizations for the purpose of improvement

Business Size - *Small* - fewer than 100 employees, *Medium* - 100-500 employees, or *Large* - over 500 employees

CareerLink – Pennsylvania's one-stop delivery system of employment, education, and training services available to job seekers, those who want to further their careers, and employers; universal access gained virtually through websites and through regional *CareerLink* sites

CareerLink Operators – responsible for administering *CareerLink* sites; may range from simply coordinating services providers to being a primary provider of services

Collaborative Learning - education environment that stresses interaction among learners and with instructors, mutual support and respect rather than competition, and the construction rather than transmission of knowledge; learners often work together in pairs or small groups on a common problem

Content Standards –describe the range of desirable knowledge and skills within a subject area

Contextualized Instruction - developing skills, knowledge, and attitudes in the context in which they will be used, using real-life materials and situations from that context

Continuous Improvement – commitment to improving performance using a team approach to decision making using systematic collection and analysis of performance data

Core Services – refers to universally available services through the *CareerLink* system for all individuals and employers; core services for individuals include initial assessment, job search assistance, information about labor market, financial aid, providers, and support services. Core services for employers include orientation to *CareerLink* system, multiple methods to list job openings, access to resumes, job matching, information on training providers, human resources and labor market

Cost-Benefit Analysis - process to compare the costs of establishing an intervention (such as a workplace education program) with the benefits (such as increased productivity, less waste or fewer errors, lower absenteeism, better communication)

Critical Incident - event, action, or behavior in the workplace that is systematically analyzed and discussed to improve behavior or performance

Customers – learners enrolled in adult education programs; in the larger context of the workforce development system, refers to job seekers, those who want to further their career, and employers

Customized Instruction - specially designed curriculum and instruction tailored to meet the specific needs, goals, and interests of a certain group/s (such as employers and workers)

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DACUM (Developing a Curriculum) – approach to job task analysis that specifies in detail the tasks that successful workers must perform on the job

Demonstrates Effective Interpersonal Relations (FS) – Social and interpersonal skills needed to cooperate and work effectively with others, especially in a diverse work environment; includes skills needed to accept feedback and direction from supervisors and co-workers

Demonstrates Self-Management Strategies (FS) – Skills and knowledge to understand personal and work-related behaviors that contribute to effective performance in the workplace; includes time and stress management skills and strategies

Demonstrates Quality Consciousness (FS) – Basic knowledge of how quality is achieved and one's role in contributing to quality; includes skills needed to participate in quality improvement

Equipped for the Future (EFF) – National Institute for Literacy's initiative to develop a standards-based approach to reforming the adult literacy field and improving linkages between public and private programs that support adults

Evaluation - process of collecting and analyzing data on various aspects of a program, usually for the purpose of program planning and goal setting, securing funding, improving processes and outcomes, and allocating resources. Includes *formative* (collecting and analyzing data to focus on "what's working and what needs to be improved") and *summative* (collecting and analyzing to investigate "what's been achieved" in a program)

Foundation Skills – essential core skills and knowledge that all emerging, incumbent, and transitional workers need to function effectively and safely in any workplace; they are keyed to effective performance in a broad range of jobs, used together (integrated), and are portable across workplaces; used to successfully complete work tasks, manage one's work environment, and plan and direct professional and personal growth

High Performance Organization (HPO) - workplace in which employees solve problems, improve the work process, and monitor the quality of the product or service through increased communication, feedback, and teamwork; committed to excellence, product quality, and customer satisfaction

Higher Order Skills - thinking skills used to integrate basic skills and knowledge to solve problems, make decisions, and better understand information, situations, and people. They include critical and creative thinking as well as metacognition (being aware of and managing one's thoughts and thought processes)

Incumbent Workers – individuals who are already employed; may include recent hires as well as individuals who have been employed for some length of time

Individual Training/Learning Account – established under WIA to focus training spending from block grants to an individual voucher system (Individual Learning Account is PA's pilot program)

Individualized Education Plan (IEP) - written education plan for individual learners including action plan, goals and objectives, and timetable; usually developed jointly by educators, counselors , and learners; individualized employment plans will be available through the *CareerLink* system to enable individuals to plan a career path

Intensive Services – refers to services available through the *CareerLink* system for individuals and employers. Intensive services are available to adults and dislocated workers who are unemployed or underemployed and include comprehensive assessment, individual employment/education plan, group counseling, individual career planning, and case management. Intensive services for employers include job profiling, seminars and workshops, customized assessments, increase linkages with other employers, and entrepreneurial and federal procurement assistance.

Interagency Coordinating Council – created under the state Adult Basic and Literacy Education Act 42 of 1996 to develop recommendations to improve the delivery and outcomes of basic skills services in the state

International Standardization Organization (ISO) 9000 - international standards for quality assurance management systems; establishes an organizational structure for ensuring consistent and agreed upon level of quality of production of goods and services; many countries and companies will not do business with companies that do not meet these standards

Job Task Analysis – process of breaking a job task into its component parts and sequencing the parts in order of importance for performing the job

Knows How to Learn (FS) – Skills needed to understand relationship between lifelong learning and employment opportunities and to set realistic and meaningful learning goals; includes skills needed to identify one's learning strengths and styles and develop effective learning strategies

Lifelong Learning Skills (FS) – core foundation skills that enable one to set and reach realistic learning and employment goals; includes knowing how to learn, applying skills in new contexts, and adapting to changes in the workplace

Listens with Understanding (FS) – Skills needed to comprehend, analyze, and interpret orally presented communications on familiar and unfamiliar topics

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Literacy Task Analysis (or audit) - systematic approach (similar to job task analysis) to identify and prioritize the basic or foundation skills and knowledge needed to complete a job task; results can be used to develop customized workplace basic skills instruction

Locates and Uses Resources (FS) – Skills needed to identify, select, and allocate resources, such as information, time, people money, references, equipment, tools and materials

Makes Decisions (FS) – Critical, creative, and reflective thinking skills needed to evaluate relevant facts and information in order to make and analyze effective and appropriate decisions

Malcolm Baldridge Education Criteria for Performance Excellence – self-assessment that allows education providers to use criteria to identify organizational strengths and to target key opportunities for program improvement and performance excellence. Measures a wide range of key organizational performance indicators of learner/stakeholder outcomes, education service and outcomes, and operations

Manages Change (FS) – Skills needed to understand and prepare for changes in the workplace that may affect one's career; includes skills needed to adapt effectively to changes through educational planning

Memorandum of Understanding (MOU) – an agreement developed and executed between the local workforce investment and all WIA-mandated *CareerLink* partners relating to the operation of the *CareerLink* system in the local area; may be developed as a single umbrella MOU or individual agreements with partners

Mentoring - serving as a model for others who are inexperienced; includes both the physical modeling of a task or behavior as well as the mental (thinking) steps required to effectively perform the task or behavior

Observes Critically (FS) – Critical and reflective thinking and perceptual and discrimination skills needed to notice, analyze, and respond to visual information, especially in irregular or unusual situations

Occupational Skill Standards – U.S. Departments of Labor and Education and National Skill Standards Board (NSSB) initiative to establish a national system of voluntary occupational skill standards and occupations

Organizational Approach - in a workplace education program, examines basic skills within the context of workplace culture and other workplace issues; recognizes that learning and using skills is integrated into all aspects of an organization

Outcome Measures – (from National Reporting System) include educational gain, entered employment, retained employment, receipt of secondary school diploma or GED and placement in postsecondary education or training

PA Workforce Investment Network (PA WIN) – statewide coordination, training, and support system for ABLE providers of customized high quality workplace education programs

Participatory Approach - all members of a group or organization have the opportunity to contribute through inquiry and reflection to the activities of the group; a democratic process in which the power is shared equally, with individuals having substantial amounts of control and responsibility

Partnerships - collaborative partnerships establish common goals and agree to pool resources, jointly plan, implement and evaluate partnership activities. Cooperative partnerships involve partners who help each other to meet respective organization goals, without making substantial changes in the services each provide.

Performance Standards –benchmarks, or specified levels of achievement, for expectations for educational outcomes that provide a basis for measuring learning outcomes

Program Quality Indicator – program characteristics or practices that provide evidence of the ability of the adult education program to deliver services, to satisfy customer (learner or employer) needs and aspirations, to continuously improve, and to be accountable.

Qualitative Data - data that are characterized by narrative description and interpretation; collection and interpretation of data is not constrained by predetermined categories or responses

Quality Consciousness – knowing how and why inspection is performed to ensure quality, how quality is achieved, and one's role in contributing to quality

Quantitative Data - data that are compiled and analyzed numerically; collected via a standardized to limit number of possible responses

Release Time – when employers allow workers to take time off work to participate in education or training activities; may be paid or unpaid release time

Retention Rate – indicates number of participants the program successfully enrolled and who completed the program; work retention is the number of employees who were retained in a job over a period of time

SCANS –Secretary's Commission on Achieving Necessary Skills: formed in 1990 to examine the skills demands of the modern workplace and determine whether the current and future workforce is prepared to meet those needs. Identified five core competencies (resources, interpersonal skills, information, systems, and technology) and three foundations (basic skills, thinking skills, and personal qualities) that are necessary for workplace success

Solves Problems (FS) – Critical, creative, and reflective thinking skills needed to identify and solve work-related problems sequentially and effectively

Speaks Clearly and Concisely (FS) – Skills needed to express information orally in a clear and understandable manner while sustaining interest and attention

Statistical Process Control (SPC) - system of charting and analyzing statistical information about the production and service delivery process at several points along the process

Total Quality Management (TQM) – high performance workplace approach involving communication, feedback, and teamwork of all employees to control quality

Transitional Workers –those who lose their jobs because of plant closings or layoffs and those who leave a job for any reason and are seeking employment and/or education and training

Understands Finances (FS) – Basic knowledge of budgets and payroll and how they are related to one's role in the organization; includes skills needed to make wise personal work-related financial decisions

Understands Process and Product (FS) - Basic knowledge that every organization produces a product or provides a service that is guided by a process; includes skills and knowledge to understand one's role in process

Uses Technology (FS) – Skills needed to select and effectively use appropriate basic technologies to perform work-related tasks

Value-Added Outcome - idea or suggestion that has led to significant savings or improvements in processes or outcomes

Waste –scrap or rejection rate of the number of goods or services that did not meet minimum quality standards

Worker-Centered Education - curriculum and instruction that focuses on workers' experiences and construction of knowledge rather than those of the instructors or employers

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Workforce Investment Act (WIA) of 1998– federal legislation designed to coordinate and streamline all components of the nation's workforce development system, including employment, job training, education, and vocational rehabilitation services for youth (ages 14-21), adults, and dislocated workers

Workforce Education – includes ABE, GED, and ESL services designed to demonstrate a strong relationships between basic skills and the literacy requirements of a changing workplace; improves the foundation skills of adults entering the workforce and dislocated workers as they prepare for job training and employment or new occupations

Workplace Education – ABLE programs that are planned and delivered through business/education partnerships and provide customized work-related basic (or foundation) skills instruction to those already employed and in need of more advanced skills to maintain or advance in their jobs

Works in Teams (FS) – Social and interpersonal skills needed to work cooperatively and collaboratively with others to set and accomplish goals; includes strategies for developing and maintaining effective and productive group relations

Works within Organizational Structure and Culture (FS) – Basic knowledge of workplace culture and its communication and power structures; includes skills needed to work and interact effectively within the modern workplace

Writes Clearly and Concisely (FS) – Skills needed to communicate in writing work-related information and ideas; includes skills to adapt writing for various audiences and purposes, such as to write accurate and complete messages

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